

School and Community



37-9

UNIVERSITY OF MISSOURI
DEC 11 '51



An Underprivileged Class
Kindergarten Isn't Just Play
Are Teachers Under Community Pressure?

DECEMBER, 1951



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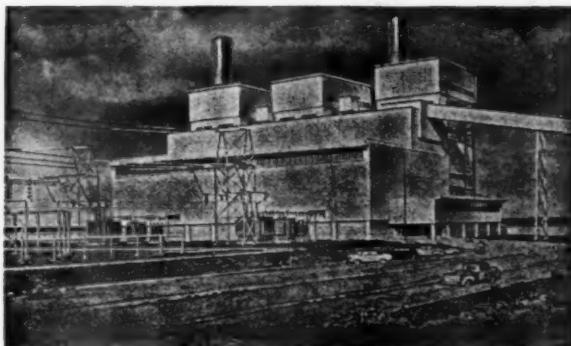
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Missouri State Teachers Association
Columbia, Missouri

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MORE KILOWATTS FOR KANSAS CITY



Hawthorn Station, Kansas City Power & Light Company's new steam-electric generating plant is now in operation. This new power station, which is located on the Missouri River in the Northeast Industrial District of Kansas City, Missouri, has had a capacity of 132,000 kilowatts since late August when the second unit went into production.

In addition, installation of a 99,000-kilowatt turbine-generator is scheduled for completion within the next 18 months. The Company's total generating capacity, when the third Hawthorn unit begins operation, will be twice as great as it was in 1941.

This expansion program is making more power available to the rapidly growing Kansas City area at a time when it is taking an important place as a production center in America's national defense program.

Kansas City 
POWER & LIGHT COMPANY

School and Community

OFFICIAL PUBLICATION OF THE MISSOURI STATE TEACHERS ASSOCIATION

VOL. XXXVII

DECEMBER, 1951

NO. 9

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INKS FRANKLIN, EDITOR

EVERETT KEITH, EXECUTIVE SECRETARY

Send all Contributions to the Editor

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Bilingual Quebec agrees on Coca-Cola

In Quebec, some say "Have a Coke" . . . and some say "Prenez un Coca-Cola." Both are friendly invitations to pause and be refreshed. Throughout the empire to the north, Coca-Cola is a popular favorite summer and winter. But then Coca-Cola is favored everywhere by those who agree that thirst knows no season . . . that refreshment is welcome around the clock and around the calendar.



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Medal of Honor



*Major General William F. Dean,
Berkeley, Calif.—Medal of Honor*



*Sergeant Charles Turner,
Boston, Mass.—Medal of Honor*



*Lieutenant Frederick Henry,
Clinton, Okla.—Medal of Honor*



*Private First Class Melvin Brown,
Mahaffey, Pa.—Medal of Honor*

This is the season when you think of stars. The one over Bethlehem. The ones on Christmas trees.

But this year remember another star, too—the one on the Medal of Honor. And make a place in your heart for the brave, good men who've won it. Men who, oftener than not, made the final, greatest sacrifice—so that the stars on your Christmas tree, and the stars in your country's flag, might forever shine undimmed.

Right now—today—is the time to do something important for these men who died for you. You can, by helping to defend the country they defended so far “above and beyond the call of duty.”

One of the best ways you can make defense *your* job, too, is to buy more . . . and more . . . and more United States Defense Bonds. For your bonds help strengthen America. And if you make this nation strong enough you'll create, and keep, the peace for which men died.

Buy Defense Bonds through the Payroll Savings Plan where you work or the Bond-A-Month Plan where you bank. Start today!

Peace is for the strong...Buy U. S. Defense Bonds



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Could You Have Paid These Bills?

Below are listed some claims closed recently for teachers who had Accident and Sickness Group Insurance with the Missouri State Teachers Association. Approximately one of every four teachers in Missouri has this insurance. They are prepared to meet the expense that comes when the unfortunate day arrives and expenses in connection with sickness or an accident accumulate.

For full information about the Group Plan write today to Missouri State Teachers Association, Columbia, Missouri.

Claimant's Address—Nature of Claim	Amt. Paid
Smithville—hosp. 40.50; misc. 22.50; surg. 66.67	\$129.67
Kahoka—time	691.43
Kahoka—hosp. 88; misc. 20; time 57.85	165.85
St. Louis—time	160.71
Huntsville—hosp. 65; misc. 25; surg. 100; time 200; addition to March claim	390.00
Lancaster—time	105.00
Poplar Bluff—time	220.00
Ferguson—time	100.00
Brentwood—accident; time	82.14
Springfield—time	92.88
Milo—hosp. 10; misc. 25; surg. 25; time 30	90.00
Ozark—time	225.00
Brownington—hosp. 40; misc. 25; time 60	125.00
Senath—hosp. 30; misc. 50; surg. 35; time 25	140.00
Kirksville—time 42.86; hosp. 45; misc. 31; surg. 50	168.86
Columbia—time	117.14
Clinton—hosp. 50; misc. 50; surg. 100	200.00
Warrensburg—time 164.28; surg. 119.25	283.53
Columbia—hosp. 130; misc. 25; time 175	330.00
Princeton—hosp. 35; misc. 38.35; surg. 100; time 50	213.35
Gilliam—hosp. 45; misc. 25; surg. 25; time 45	140.00

Officers Installed at the Annual Convention



Roscoe V. Shores
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1st V.-Pres.



E. T. Miller
2nd V.-Pres.



Raymond Houston
3rd V.-Pres.



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Delegates Adopt Resolutions

Missouri State Teachers Association, St. Louis, November 7, 1951

I. Democracy

We affirm that our schools have an obligation to teach the rights, privileges, and responsibilities of living in a democracy. Schools should teach the value of our American way of life, founded as it is on the dignity and worth of the individual; our youth should know it, believe in it, and live it continuously.

II. National Security and International Relations

We believe that adequate preparedness is necessary for national security and call upon the Federal Government to administer a program that will provide adequate national defense.

We believe that our free public schools are indispensable to the development and survival of our form of democracy. They are the basis of our unparalleled technology and productivity and of our determination to perpetuate our free way of life. In the nation's effort to strengthen its defense it cannot afford to neglect our schools.

We recognize the United Nations as the world organization designed to maintain peace and security.

We recognize the responsibility of the schools to educate youth in world understanding and urge vigorous action to effect such a program.

We again extend full support to the international program of UNESCO, the Missouri UNESCO Council and the World Organization of the Teaching Profession.

We favor the continued exchange of teachers between nations and the provision of international scholarships as means of promoting world understanding.

III. Education for Moral and Spiritual Values

The survival and well-being of our country depend upon moral standards and spiritual values. The school with the home, the church and the community has a responsibility for developing these in children and youth. We welcome the timely appearance of **Moral and Spiritual Values in the Public Schools**, a report of the Educational Policies Commission. This volume should be widely read by members of the profession and be made known to the public.

IV. Educational Welfare

The attainment for every boy and girl in Missouri of a satisfactory program of education is the long-time objective of the Missouri State Teachers Association. As steps toward the attainment of this program we recommend:

- (a) Continuing progress in raising the certification requirements with a minimum of four years of thorough cultural and professional training looking toward a minimum preparation of five years.
- (b) Minimum salaries with annual increments established which recognize the services and responsibilities of teachers in comparison with those of other vocations and which compensate for thorough professional education, inservice growth and years of experience.
- (c) The admission of only those students with desirable personal traits and high scholastic abilities to teacher preparatory curricula.
- (d) Public and private scholarships to enable competent young people to enter the teaching profession.
- (e) The establishment of Future Teachers of America chapters in institutions training teachers.
- (f) The continued improvement of state and local retirement systems.
- (g) Professional security through adequate provision for tenure and sick leave.

V. Finance

As next steps toward the financing of a satisfactory program of education we recommend:

- (a) An adequate appropriation for the public schools by the General Assembly of Missouri.
- (b) That the assessment of property for taxation purposes be improved.

The Missouri State Teachers Association reaffirms its belief in the necessity for a program of federal support sufficient in amount to guarantee an adequate program of public education, and emphasizes its belief that federal participation should be channeled through the regularly constituted educational agencies in the several states.

VI. School Buildings

There is a tremendous need for rehabilitation and new construction of school buildings. Rising enrollments and high costs of construction have rendered many local districts unable to provide necessary buildings. We recommend:

- (a) State aid for school buildings from the general revenue.
- (b) Federal aid for school buildings.

To increase local communities' ability to meet their school building needs we recommend that property be more adequately assessed.

VII. Professional Associations

- (a) We believe that every teacher has a

professional responsibility to hold membership in our local, state and national organizations.

(b) We recommend the development of strong unified local community associations which can be effective in determining educational policies and legislation.

(c) We endorse the Centennial Action Program of the National Education Association as adopted by the Representative Assembly at San Francisco on July 6, 1951.

VIII. Sixty-Sixth General Assembly

We commend and express our appreciation to the Sixty-Sixth General Assembly for constructive school legislation as follows:

(a) The implementation in full of Constitutional Amendment No. 1 by Senate Bills Nos. 5 and 6.

(b) The strengthening of local school retirement systems by Senate Bill No. 62 and House Bill No. 140.

(c) The permitting of the inclusion in Federal Social Security of non-certificated school employees.

(d) The providing for the inclusion of certificated school employees in St. Joseph in the State Retirement System by House Bill No. 153.

(e) The permitting the separation of school elections from municipal elections in certain school districts and changing the hours of school elections by Senate Bill No. 92.

We respectfully request that consideration be given to the support of education on the state level in keeping with Missouri's ability.

We further respectfully request that the 66th General Assembly provide additional funds for road construction in order to make more effective the program of school district reorganization.

IX. Division of Public Schools

The Missouri State Teachers Association commends the progressive leadership of the State Department of Education. We pledge our continued cooperation with the Commissioner of Education and the members of his staff. We deem as significant to public education in Missouri:

(a) The Missouri Citizens Commission for the Study of Education.

(b) The progress that has been made in the reorganization of school districts.

(c) The raising of the level of professional preparation of the teachers of the state.

X. Appreciation

The Missouri State Teachers Association expresses its appreciation to the City of St. Louis for all the courtesies extended for the comfort and convenience of the membership

attending the Convention. Special thanks are given to the administration, faculty, and pupils of the St. Louis Public Schools, to the St. Louis Board of Education and to the local committees in St. Louis for their careful attention to details looking toward the smooth running of the Convention, to the press and to the radio and to all persons who in any way contributed to the success of this Convention. The Missouri State Teachers Association expresses appreciation to officers and committees and to the Executive Secretary and his staff for leadership throughout the year on behalf of public education in Missouri.



A HEALTH POLICY THAT PAYS

August 4, 1951

Missouri State Teachers Association
Accident and Sickness Insurance
Columbia, Missouri

Dear Sirs:

By mutual consent of doctors and the Richland School Board, I returned to work on August 1st on a part time basis. I am far from well but hope to continue to improve so as to be able to assume full duties by September. Some days I feel hopeful and others I feel that progress is slow if at all.

I want to take this opportunity to express for Mrs. Miller and myself our sincere thanks and appreciation for your prompt attention to our claim. I am carrying two more policies under which I am making claims and neither is doing what they should to date. I certainly am recommending your company to other teachers. I know some that are carrying with others and I am telling them what you are doing and have done for us.

We are enclosing final report and not making claim for *hospitalization in St. Louis.

Thanks again.

Respectfully yours,
/s/ L. E. Miller,
Instructor, Vocational Agri.
Richland Public Schools
Richland, Missouri

*Please note: He was in the Veterans Hospital.

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Herbert
John D

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Second
deau
Secretary

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Forrest
Fred L

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District Association Officers

The officers and executive committees for the district associations for 1951-52 as reported to your Association are as follows:

Kirksville District

President—Harvey Jordan, Shelbyville
First Vice-Pres.—Mrs. Edith Mourning, Columbia
Second Vice-Pres.—George McCuskey, Queen City
Secretary-Treas.—Eli F. Mittler, Kirksville

Executive Committee

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Pete Nicoletti, Milan
Mrs. Claude Clare, Louisiana
J. G. Van Sickel, Kirksville

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Vice-President—John Owen, Warsaw
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Executive Committee

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Everett Herd, Gainesville
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Second Vice-Pres.—Naomi Pott, Cape Girardeau
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Executive Committee

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Forrest H. Rose, Cape Girardeau
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Irvin Laughlin, Stoutland
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Kansas City District

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Treasurer—S. R. Lillard

St. Joseph District

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Executive Committee

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Bertha Rightmire
Yuma Kenny
Frank Baker
Eva Cook
Reuby S. More
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Second Vice-Pres.—Llewellyn Smith, Kirkwood
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Otis A. See, Jennings
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Leola Bishop, St. Louis
Elizabeth Ruck, Valley Park

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Are Teachers Under Community Pressure?

DR. BYRON CALLAWAY, University of Georgia, Athens

Study reveals the community influences that are brought to bear on the personal lives of teachers

DURING the 1950-51 school year a survey was made to determine "Some Environmental Factors and Community Influences that are Brought to Bear Upon the Personal Lives of Missouri Teachers and Administrators."* This study was made in cooperation with the Missouri State Teachers Association.

The survey was made on a statewide basis with information blanks being mailed to every county in Missouri. Kansas City and St. Louis teachers were eliminated as it was felt that their problems differed from teachers in smaller cities and rural areas. Information blanks were mailed to twenty-five per cent of the members of the M.S.T.A. in the area designated above, over five thousand blanks in all.

Information gathered was classified under five headings: (1) general information; (2) personal information; (3) living conditions; (4) working conditions; and (5) miscellaneous information. In this issue, the findings classified under general information and personal information will be presented. In a later issue the information gathered and applicable to the other three classifications will be presented.

General Information

Approximately one-third of the group surveyed were men and two-thirds were women. Three of each four men were married as were five of eleven women. Of the men, five out of six were either administrators or highschool teachers, indicating that elementary children have little contact with men in the school community.

It was interesting to note that more than half of the wives or husbands of teachers worked either part or full time. Of all

the respondents, 60 per cent had dependent children and approximately 50 per cent had dependents, other than children or spouse, whom they supported either partially or wholly.

Returns indicated that as a whole the amount of professional training and the number of years of teaching experience of teachers increased as the size of the community increased.

Personal Information

More than three-fourths of the teachers indicated there was no pressure from the community or administration concerning dancing, smoking, or card playing. These activities were forbidden to only 1 per cent of those completing blanks. The remainder of the group indicated these activities were frowned upon.

That social drinking was frowned upon by either the community or the administration was indicated by 58 per cent, and 4 per cent said that it was forbidden. Thirty-eight per cent said there was no opposition to social drinking.

Eighty-two per cent of the teachers reported they were fully accepted as members of the community and 11 per cent stated they were only partially accepted. The remaining 7 per cent said they were tolerated or were considered as employees or outsiders. One out of five believed there was opposition to teachers participating in some types of activities open to other members of the community.

Many Join Civic Groups

Fifty-four per cent of the entire group reported they were members of civic organizations. More administrators than classroom teachers indicated membership. Some 82 per cent of the superintendents, 73 per cent of the principals, and 40 per-

* This is the first of two articles that will be published revealing the summarization of this study.

cent of the classroom teachers belonged to civic groups. Only 8 per cent said there was pressure to join civic organizations. Forty-two per cent of the group were members of social organizations, with more teachers than administrators indicating membership.

Types of entertainment participated in by Missouri teachers and administrators, in order of frequency mentioned, were motion pictures, observing athletics, reading, music, hunting and fishing, and card parties.

The average respondent attended church four times a month. Seventeen per cent indicated there was any indirect pressure to attend, and only 1 per cent said attendance was compulsory.

Most Participate in Elections

Eighty-four per cent reported they participated in state and national elections, a slightly smaller number participated in local elections. Seventy-three per cent indicated there was no pressure concerning participation in elections. Twenty-six per-

cent indicated participation was encouraged, and only 1 per cent said participation was frowned upon. Ninety-two per cent said there was no pressure on how to vote, 6 per cent indicated indirect pressure, and 2 per cent direct pressure.

Eighty-five per cent reported that they had freedom to express their opinion on all topics and 90 per cent indicated there was no opposition to teaching controversial topics. Although teachers could teach these controversial topics, two-thirds of the group did not teach them in the classroom.

It was indicated that the smaller the community, the more opposition to dancing, card playing, smoking, and social drinking. The larger the community, the greater the per cent encouraged to participate in elections and the greater the per cent of participation.

More individuals indicated freedom to express opinions in the largest and in the smallest communities than in the medium sized communities. In these two groups of communities there was less pressure to attend church.



Joplin Globe Publishing Co.

The ageless story of the First Christmas was depicted last December in a Christmas pageant, "The Nativity," in a series of tableaux by pupils of the Columbia elementary school in Joplin, Missouri, for a P. T. A. program.

In the foreground was a semi-circle of approximately 200 children, the pupils of the first four grades of Columbia school.

Miss May Fugate, assisted by the other teachers, presented the program. The chorus was directed by Mrs. Patricia Stuckey, accompanied by Mrs. Guy Sesler at the piano.

Kindergarten Isn't Just Play

ELAINE A. WALLER

How teacher-parent conferences can smooth the path for kindergarten pupils

RUTHANN was sulky and spoiled, or so her kindergarten teacher thought. She never took part in group activities, was sul- len and standoffish. This calls for the kind but very firm approach, her teacher reasoned. But then she visited Ruthann's par- ents in their home, where she noticed that the child's father was reticent and reserved. Why, that's Ruthann's problem, too, her teacher realized.

From then on she used different tactics. She emphasized security, praised Ruthann for her excellent art work, tried to build up her confidence. It wasn't long before Ruthann had overcome her shyness enough to take part in group rhythms.

Little understandings like this, that smooth the path for beginners and their teachers, are the result of the new "180-minute kindergarten" program in California schools. The key to its popularity among teachers is that it reserves half of each school day for parent conferences.

In Pasadena, where Ruthann goes to school, the program has operated for about three years.

There's Better Rappor

Why all this enthusiasm? Margaret F. Barnes, Ruthann's teacher at Washington Elementary School can tell you: "One of the big benefits of the program is that you establish rapport with your children. It's tremendously better when they see you in their homes. Before that, they think you live, eat, and sleep in the kindergarten. They'll talk about your visit for days afterwards."

Closer relationships with parents has been another logical outcome of the parent conferences. As Miss Barnes explains, "I have more understanding of the parents and home situation. I can understand the tired working mother and her problems. I learn to appreciate what the family is doing for the child. I get to know all sides of the child."

A chance to see the child at home often reveals to the teacher the proper solution to classroom problems, as in Ruthann's case. When serious difficulties come up,



"Tell me about it."

there's a foundation of understanding that makes talking to parents much easier. Miss Barnes tells about Jerry:

"Jerry had been stealing. In class he was aggressive and non-cooperative. I had visited his mother before, and when I told her about this problem, I got a fine reaction. Home discipline, I found, was far different from school discipline. At home he was held down on the 'Children should be seen and not heard' theory. He was forever squelched indoors, turned completely loose outdoors. He hadn't learned how to use freedom, and practically went berserk in the kindergarten when the pressures were removed.

"So I invited his mother to school to see the situation—and of course Jerry didn't

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budge the whole time she was there! But she's tried so hard to follow suggestions and plans we made together. Now she is giving him more responsibility, sending him to the store on errands. Best of all, his stealing has stopped."

Parents Plan Meetings

"Why, I never knew kindergarten wasn't just play," parents often exclaim when they come for a visit. Observations have shown them that it is a place of learning and living, that the hollow blocks, for example, are for big-muscle development, the small blocks for small-muscle development so necessary before a child can learn to read. They've also seen the value of kindergarten in teaching their children how to get along with others.

Parent discussion meetings are part of the program, too. Once or twice a month they meet to talk about the development of the five-year-old. Mothers and fathers help plan the meetings on subjects on which they want information. A committee composed of a teacher, the principal, and a parent at Washington Elementary has arranged meetings on art in the kindergarten, sex education, and the literature of the kindergarten. Parents at other schools have discussed their children's mental and physical health and speech problems. Small group meetings on special problems, such as thumb sucking or eating habits, are also held.

Sometimes there are outside discussion leaders from state, county, and local school offices, sometimes just informal discussion among the parents and teachers. The principal at Washington gave a talk on sex education and loaned parents his authoritative books. But the meetings are always casual and friendly, at times a tea, a luncheon, or a picnic for the whole family.

"These parents don't laugh at their children's painting any more or ask 'what is it?' says Miss Barnes. "After our meeting on art as a means of self-expression, they learned to say to the youngsters, 'Tell me about it.' "

"Can't Keep Them Away"

Teachers develop their own records on the children's progress; there are no rigid forms to follow. These records are summarized on cumulative record blanks that

travel on to the first grade teachers who already are expressing gratitude for the information. Parent conferences are also summarized and placed in the child's record folder.

How to Appraise Public Schools

In the article, "How Good Are Your Schools?", by Wilbur A. Yauch, which appeared in the September issue of The American Magazine, certain definite criteria were mentioned as a basis for appraising a public school.

Professor Yauch, a widely known educator on the staff of Ohio University, discussed fifteen points to check. If the answer is yes to more than ten, your school is well above the average. These are the questions:

1. Is the children's furniture movable, modern and comfortable?
2. When you enter the classroom does it give you a feeling of being in a pleasant workshop for learning?
3. Is a corner of the classroom filled with interesting books that your child can read when he has finished his assignments?
4. Is the teacher attractively dressed and pleasant-looking, with a soft, warm voice and a "let's find out" attitude?
5. Do the pupils treat the teacher with respect and affection?
6. Are normal talking and laughing permitted if not distracting?
7. Are the children apparently learning much about the world they live in?
8. Is the principal a human sort of person who makes you at ease, and is a pleasant, interesting talker about education?
9. Do the children help the teacher plan the program and form committees to carry out many class projects?
10. Are the three R's learned by using them in real-life situations instead of by drill?
11. Are children promoted from grade to grade on the basis of what is best for them instead of on the basis of "passing" grades?
12. Are there regular checkups of physical and social developments?
13. Does the class go on occasional field trips outside the classroom?
14. Do the children learn from many different books instead of one standard text?
15. Do they seem to work well together, showing respect for one another?

Basic Problems In Improving Elementary Teacher Standards

DR. IRVIN F. COYLE, Director, Teacher-Education, State Dept. of Education

Professional and community prestige of the elementary teacher will rise with increased qualifications

HISTORICALLY Missouri has not required its elementary teachers to maintain the training standards which have been required of secondary teachers. During the 1920's the standard of 120 hours was set for secondary teachers, and apparently both lay and professional people accepted the standard as desirable. By the early 1930's practically all high school teachers had degrees. At the present time, fewer than 3 per cent of all the secondary teachers of the state have less than 120 hours of credit, and for the most part these non-degree people are teachers of trade classes.

When the secondary standard was set at the 120-hour mark more than 25 years ago, the standard for elementary teachers in city, town, and consolidated schools was placed at 60 hours, but no college-hour requirement was established for teachers in rural elementary schools. Apparently the people generally, including most of those in the teaching profession, did not regard it necessary for elementary teachers to have four years of college work.

As a result of this attitude, together with the establishment of the 60-hour standard for town elementary teachers and no college requirement for rural teachers, we find ourselves today with only 50.9 per cent of all the elementary teachers in the state having acquired 120 hours of college work. The percentage of 120 hour elementary teachers varies from 8 per cent in rural schools to 86.5 per cent in the triple A districts having 12-year school programs.

If the patrons and boards of the various school districts of the state really had wanted degree teachers for their elementary schools many years ago, they no doubt could have secured such teachers; in fact a few communities have done just this. If the teaching profession itself had given the necessary leadership, it might have been able to improve elementary-teacher standards greatly, and if the leadership of the

state and local administrative authorities had been more insistent, the standards of elementary teachers might be much higher today than they are.

But all of this is water under the bridge. The problems confronting laymen and educators alike today are:

1. to decide whether or not elementary children should have as well qualified teachers as we require for our secondary youngsters

2. to locate those factors which have retarded the development of elementary teacher standards

3. if we decide that we want degree teachers in elementary schools, the next step will be to institute the basic changes which will make it possible for us to secure such teachers.

Attitude Toward Standards

One of the basic problems in improving elementary teacher standards is that of the attitude of both lay and professional people toward elementary teacher qualifications. The fact that so many people have assumed that most anyone, regardless of the nature or extent of his training, can teach small children has had the effect of turning many teachers and potential teachers away from elementary teaching. People cannot become very enthusiastic about preparing professionally for a type of service which persons lacking high qualifications are assumed to be able to render.

It is unthinkable that it would be impossible to secure degree elementary teachers if we wanted them badly enough. We wanted degree teachers in the secondary schools, and we got them. Thus the first problem to be attacked in securing professionally qualified elementary teachers is for lay and professional people to decide in a determined fashion that elementary children should have adequately and appropriately prepared teachers. This means that we will have to come to the conclusion

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that preparing to teach a small child is a task as important, as specific, and as extensive as preparing to teach teen-agers.

We must break down the long-standing attitude that anybody can teach little children and that college work less than a degree and frequently unrelated to elementary teaching constitutes a satisfactory basis for teaching in elementary schools. Making changes in attitude is a big job, and while much progress has been made in the past few years, it will be necessary that lay people and professional school people work together more closely than ever before in creating the proper attitude toward elementary teacher standards. The leadership in this movement logically should come from those professional persons who wish to see elementary teaching made both a career and a profession, and from lay leaders who understand the necessity for professionally trained teachers in elementary classrooms.

Relationship Between Salaries and Standards

Someone said, "We will never be able to bring all of our elementary teachers to the degree level until elementary teacher salaries are comparable to those of secondary teachers." Then another person countered that, "Elementary teacher salaries can never be brought to where they ought to be until elementary teachers have degree qualifications." Probably both of these contentions are correct, and they seem to put us in an impossible situation. But there must be a solution, and if lay and professional people attack that problem with vigor and sincerity, a solution can be found.

By and large, over the state elementary salaries have been lower than the salaries of high school teachers. This is not only an historical fact, but it is true at the present time for the state as a whole, even when the salaries of degree elementary teachers are compared with the salaries of secondary teachers with comparable training and experience.

No doubt salary differentials have operated against the development of elementary teacher standards, and the solution to this problem lies in setting up local salary schedules and in apportioning state school money for elementary teaching units in such a way as to take into consideration, in

a significant fashion, the level of training of the teachers. Such a program should make it possible to improve training and improve salaries at the same time by relating increases in one to increases in the other, thus resolving the impasse in which we have found ourselves. Elementary teachers will be much more interested in securing degrees and graduate work if they can look forward to single salary schedules.

Working Environment

Quite possibly the environment in which elementary teachers work sometimes contain elements which tend to discourage full professional preparation and which result in a high turn over of elementary teachers and the gravitation of the degree teacher toward the larger school system. In many of the schools the elementary teachers are on duty from early morning until late afternoon, occasionally with as many as forty pupils and often with little or no respite during noon hours or recesses. Very often the elementary school is housed in buildings much older than those which house the high school, and the fact that these older buildings are rather seriously lacking in aesthetic qualities, and sometimes lacking in other features regarded important in a wholesome school environment, makes elementary teaching somewhat unattractive to people who otherwise would be very much interested in teaching the younger children.

Instructional equipment and supplies have not always been as well provided as they should have been. Many elementary teachers have worked in rather barren classrooms from the point of view of modern instructional appurtenances. It may be safely assumed that many young people who have an interest or potential interest in teaching young children would much prefer to teach in schools where there are several teachers and thus where social and professional relationships will be such as to create a pleasant environment. Thus in frequent cases the rural schools and the village schools have been unable to secure and keep some of the best trained and most promising young teachers. The reorganization of school districts and the development of larger school attendance centers will do much to correct this difficulty.

Prestige of Position

It is quite likely that most teachers who are deeply interested in teaching elementary children are also, knowingly or unknowingly, concerned with the prestige which full professional preparation should give the teacher. Many teachers have experienced situations in which the community does not accord desirable prestige to the elementary teacher. Young persons who are interested in preparing themselves to be teachers have sensed this attitude and hence have been reluctant to prepare for elementary teaching even though their natural inclination has been toward the elementary classroom.

It is regrettable that an assumed difference between elementary teaching and secondary teaching frequently has found its way into the attitudes of teachers and administrators as well as into the attitudes of laymen. Until this matter of prestige of position changes, it will be difficult to se-

cure a sufficient supply of degree level elementary teachers.

Thus four problems in the improvement of elementary teaching standards have been discussed briefly. It is not assumed that these problems have been listed in the order of their importance nor that they are all-inclusive. All of them however are closely inter-related, and all of them will have to be solved simultaneously.

Teachers and administrative authorities can do much, but they alone will not be able to get the job done. The solution for these difficulties will be found in the coordination of lay and professional efforts under the leadership of local and state school administrative authorities and with the sympathetic and active cooperation of all professional and lay persons who are deeply concerned about the educational welfare of elementary children and the professional welfare of those who are engaged in the tremendously important work of the elementary school.



A workshop in reading was recently held in the highschool gymnasium at Bolivar. Sixty-seven Polk County elementary teachers were present.

Standing in front of the temporary blackboard watching during a work period are County Superintendent Mose Voris and City Superintendent Ray Wood, Bolivar.

An Underprivileged Class

BILL BUNGE, Coach, Hermann High School

Are we being unfair to scholastically deficient boys and girls by excluding them from interscholastic sports competition?

HERE is an underprivileged class of boys and girls in Missouri highschools today. These boys and girls, most of them good school citizens, are denied the right to participate in one of Missouri's highly valued school activities. They are our athletically inclined boys and girls who do not earn three half-units of credit per semester and thus are excluded from interscholastic sports competition.

Apparently, competition in interscholastic athletics is not a right that has value for all good citizens of the school. It is, rather, a privilege that can be, and is, denied to a few.

The apologists for this situation, most of them firm believers in the old tradition of formal discipline, contend that the schoolhouse should be more than a play house, and further, that it is not desirable for a boy or girl to go to school for four years just to take part in athletics.

Sports are Worthwhile

The soundness of the first contention may be readily granted, but not the second. For if school is a good place for boys and girls to spend four years, then any reason which keeps them there is good and justifiable, particularly so when the motivation stems from a wholesome worthwhile activity. Highschool athletics under Missouri's administrators are wholesome and worthwhile.

There are other worthy highschool contest activities in Missouri. Best known among these are the judging teams in vocational agriculture and the contest activities in the music area. Each of these requires considerable school time. Neither of them requires a participant to earn three half-units per semester, or any half-units for that matter. This is as it should be. If these activities are of value to boys and girls, and they most certainly are valuable, then failure in English, history, or any

other subject does not justify denying those values to any good citizen of the school.

Privileges are Denied

The argument here is not that poor students are likely to be outstanding musicians or excellent judges of livestock. Just as in athletics, the chances are that in those areas the more capable performers are in the upper rank scholastically. In fact, it is frequently the case that the boy who is an excellent musician is also a fine athlete and a capable future farmer as well. The point is not which activity requires the brightest people for highly skilled performance, but that the values of only one of these activities are privileges that can be denied and are denied to some good school citizens.

It is sometimes said that athletes are coddled. In some cases they, as well as students in other cases, are coddled. If we respect them, we will neither coddle nor indulge them. We show respect to children in school by giving them undertakings and activities that offer opportunities for developing their resourcefulness as human beings.

If we are consistent, we will apply the same basic standards for participation in all school sponsored engagements. If we are democratic, we will respect our boys and girls as individuals, none having special privileges, but each having the individual right to be nurtured by all of the resources of the school.



Your Schools are What You Make Them

E. A. ROTH, Associate Prof., Distributive Education, University of Mo.

Educational progress and community improvement depends on our willingness to accept vocational responsibility

THE casual visitor in any community is generally subjected to an illustrated tour which always includes the points of interest and the outstanding items which it is hoped will impress the guest. The host or hostess will always make certain that the visitor sees the downtown shopping area with all of the fine stores and shops. The outstandingly beautiful churches, cathedrals, and hospitals are points of significance. More recently, the public buildings and libraries seem to tell the story of the great contributions of some individual or the influence of the well-known politician.

Next a drive is made through the most lavish residential areas with all of the fine homes and country estates. Each one demands the success story of the particular individual or an accusation of luck, good fortune, or inheritance. Peculiar as it may seem, included on each of these tours is the institution known as the school. Upon approaching a school, the host or hostess swells with pride and remarks in a most possessive voice, "this is *our* school."

The possessiveness of the remark, "this is *our* school," is of great significance, for with such an attitude must be contained individual responsibilities. Your schools are what you make them. Americans are prone to seek attachment or affiliation with groups, organizations, and objects. Thousands and millions hold membership in churches, lodges, clubs, civic and social organizations, and the like. Each boasts loudly of his membership and counts his cards in miserly fashion. Closer analysis, however, indicates that so few of these millions make any real contribution to the success and well-being of the organization, that far too often complacency and disinterest develops. The possessiveness which people develop for our schools well characterizes the attitude of many, but the acceptance of the accompanying responsibilities is a mark of a very select few.

Lack of Interest

The apparent lack of interest in the schools of any community is producing disastrous results. Failure to recognize the problems within communities and the lack of sufficient interest to insure their solution causes the school system to produce a product—the student who is neither prepared to accept vocational responsibilities nor to deal intelligently with the social and economic problems facing the citizens of a democracy.

If an analysis of communities is made each seems to follow a similar pattern when the results are tabulated. A community with a politically corrupt local government will possess a school that has consistently failed to help learners to be politically competent in meeting local problems. In that school the boys and girls will be studying about the events of yesterday instead of using today's experiences to become more effective citizens of tomorrow. Behind the scenes in that community will be an organized plan to keep the schools from letting boys and girls learn to think and plan for themselves. Cesspools of political corruption can exist only in those communities where the schools are concerned more with yesterday than today and tomorrow. The germ of political corruption cannot live in the sunlight of enlightened public opinion.

If a community pays its policemen more money and higher pensions than it does the teachers of its schools, then you will find a community that thinks more of correcting the mistakes of the past than of building for a better tomorrow through good education.

Communities making little or no progress toward improved housing, efficient city planning, and better school facilities indicate that the schools believe boys and girls learn to solve their problems by means of a compartmentalized curriculum.

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ties for the purchase of good books, or little interest and desire in reading them, will be maintaining a school that has not changed since the general public read practically nothing except the Bible and "Pilgrim's Progress."

Consider All Children

When a community is found which tolerates sadistic, lurid, and horror-type movies for its children, then it can be certain that the community is more concerned about a small percentage of its children who plan to go to college than they are about the way the lives of all the children are being molded.

If human rights are disregarded and personal freedoms are trampled upon by the favored majorities, then a community has little concern for the realistic problems of everyday living.

If the labor unions have been taken over by individuals for their own personal gain, then an examination of the membership will indicate that the members went to a school that talked about democracy but failed to let children practice it.

Communities whose children are undernourished and in poor health only show evidence of a school system that thinks it is more important for children to accumulate facts than to learn to use basic skills in solving practical problems.

Communities whose news stands are filled with vile, gruesome, and detestable literature are representative of a school system that cares more for tradition than it does for its children and their development.

Human Personal Relationships

Schools which select teachers on the basis of technical abilities only have little regard for human personal relationships that must exist between teachers and learners if the maximum of learning is to be accomplished.

Schools wherein boys and girls reply: "What does it get me?" "Who cares?" "What difference does it make?" when asked what they think about school, are schools that have failed to take learners into their confidence in planning a meaningful, purposeful study program.

In communities where citizens are crit-

icizing the occupational competency of the school's graduates, a study of the school program will indicate inadequate provisions for vocational education.

The State Department of Education makes provision for each school and community to secure the vocational training program best fitting the specific individual need. Four major areas of vocational study have been organized: agriculture, distributive education, home economics, and trades and industries. The newest program, distributive education, prepares high school students and adults for active and intelligent service in the distribution of the goods and services of farms, businesses, and industries. Since 26.3% of the gainfully employed in the average community of Missouri are working in retail, wholesale, or service establishments, it is the largest single area of employment. This occupational area provides the employment opportunity and income for more persons in Missouri than any other vocation. Job success is vital to these individuals if personal happiness is to be experienced.

Training in Distribution

In this state the formal education for most persons terminates with high-school graduation; therefore, it is the responsibility of your school system and you to make certain that the maximum of opportunity for vocational training in distribution is provided. This can be done only through distributive education. Through your acceptance of a responsibility for the educational progress of your city and community you can make your schools a potent weapon in the improvement of your community and its citizens.

Some will say that an ideal situation has been indicated in which the citizens of every community will be actively interested in building, supporting, and financing an educational program tailored for their community. Such an ideal cannot be accomplished, some of you will say, while others will say that such an ideal is an idle dream. Unless we have vision, unless we are bold and aggressive, and unless we are willing to be called dreamers, we cannot hope to go beyond the present narrow limits of our present educational program.

A good school for every learner, every learner in a school adapted to his needs—this must be the ultimate goal for all education if we are to achieve the maximum potentialities of our times. To do less is to waste the most important resource of the nation—its people. The challenges

facing all of us are many. The barriers to achieving a satisfactory educational program are high. The only hope lies in those who are young in spirit, those who are willing to give constructive assistance to able leadership, those who are determined to say, "It can be done."

In-Service Workshops At Normandy

DOROTHY HEWITT SMITH, President, Normandy C.T.A.

Teachers earn credit to enable them to remain on salary schedule through courses provided locally

IN-SERVICE Workshops in the Normandy Consolidated School District are a reality. Shortly before school closed last June, the Community Teachers Association appointed a committee to develop such a program. This came about because there is a school board ruling which makes it mandatory that each teacher earn six credits every 5 years in order to remain on the salary schedule.

The committee sent out self-return post cards to each faculty member to ascertain the areas in which the greatest number would be interested. The committee met with the Superintendent and reported its findings. Our Superintendent took the committee's recommendations together with his own suggestions to the board which was wholeheartedly sympathetic toward the plan and appointed the Administrative Assistant Superintendent to actually implement the program.

Three Classes in Session

There are now three classes in session, namely: A one-salary-schedule-credit course in Art; a two-salary-schedule credit course in Science; and a three-salary-schedule credit course in Guidance Services of the St. Louis area. Each credit totals fifteen hours of actual class attendance.

Each class selects a director who acts as chairman but not necessarily as the teacher. The class is free to obtain consultants and advisers, subject to the Superintendent's approval. All expenses for consultants, printing of findings and evaluations, etc.,

are defrayed by a fund furnished by the school board.

It has been the custom to refund to the teacher the cost of six hours credit obtained at universities and colleges. At the In-Service classes the board has put at the disposal of the group ten dollars for each credit earned. Thus, in the three-credit course, thirty dollars per teacher is available for consultants' pay and printing, etc.

The courses have been enthusiastically received. We anticipate better attendance and more courses when a new five year period begins in the spring, since Salary Schedule credits cannot be carried over from one five year period to another.

We believe it is a step in the right direction professionally, because now, the teachers of our district can work in fields of their own interests and choosing. Their findings will be available to the whole district, and, of particular value, as they are problems peculiar to our own system.



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Secretary's PAGE

IN BRIEF

To visit the Bunker Hill Ranch Resort is to become enthusiastic about it and its possibilities. Many groups are now assisting in its further development as a result of some of their members being there this summer. It sells itself.

At 4:00 P.M., Monday, February 25, 1952, Gold Room, Hotel Jefferson, the Association will sponsor a Social Hour for those attending the meeting of the American Association of School Administrators in St. Louis.

The Association is honored by the appointment of the immediate Past President to membership on the Educational Policies Commission. The Commission has made splendid contribution to public education and is most significant.

Copies of *School Finance and How We Use It* are available in unlimited quantity. It is hoped that each community association will devote at least one or two meetings to its study. School finance is the major underlying educational problem and how can one effectively assist in its solution lest he be properly informed.

Have the members of your community association become acquainted with the members manual, *Your Association?* Copies are available on request.

The Missouri Congress of Parents and Teachers is deserving of recognition for the continuous effort on the part of its membership for educational advancement on both the state and local levels.

It is good to note that effective last November 1, elementary and secondary schools were exempted from the 20% admissions tax. Many have been interested in this for some time. It means some five or six million dollars a year to schools. The excise tax has been removed on ath-

letic equipment and exemption forms will no longer be needed.

If you have a citizens committee in your school district, kindly give us the name and address of the individual to whom helpful materials may be sent from the National Commission for the Public Schools.

This is a reminder that the local board of education of each district will determine whether it wishes to include its non-certified employees in social security. The Board should make its decision as soon as possible since contributions must be dated back to July 1, 1951, and may be dated back to January 1.

A bulletin presenting a concise and understandable comparison of social security and the Missouri Public School Retirement System is available on request.

66TH GENERAL ASSEMBLY

The record of this year's legislature may have been completed when this issue is received. At the time of writing, no action has been taken on the Omnibus Bill. If a sizeable additional appropriation is made, the session will have been a successful one, educationally speaking. The three major objectives will have been attained as well as some minor ones.

If Senate Bill No. 143, relative to the determination of teaching units for three years after reorganization, does not prevail, many reorganized districts and particularly the large ones will experience real difficulty in making the transition.

The teachings of the Master Teacher forcibly reminds one in times like these of how badly is needed—peace on earth, good will toward men.

Every good wish to you and yours for the Yuletide Season.

We Help Ourselves

MISS EMMA L. HOFFMAN, Superintendent of Bloomsdale Consolidated High School

The small community of Bloomsdale shows that a school's financial difficulties can be overcome through community effort

THREE is a small Class A high school 49 miles south of St. Louis on Highway 25 known as Bloomsdale High School in the little town of Bloomsdale. Almost every

child in the area who has finished the eighth grade will be found there.

Bloomsdale is a rural community where almost all of the people are farmers. These



Above: Bloomsdale Highschool boys start clearing a space for new concrete-surfaced basketball and volleyball courts.

Below: The boys near completion of their project as they pour the last few feet of concrete.

people are interested in their church and their school. They want the best they can get for their children. The chief difficulty is lack of money to erect the kind of buildings they need. An inspector has said that they get more for the dollars they have to spend than anyone else.

All of their buildings are kept repaired and freshly painted inside and out. Their children do not have a gymnasium, therefore, the only games they have must be played upon outside courts. In this climate there are often many days when they cannot play.

Chat Ruined Volleyballs

A few years ago a layer of fine chat was used on the boys' basketball court and the girls' volleyball court. The chat on the volleyball court was so coarse that it ruined a great many high priced balls.

Recently after puncturing two new balls, everyone was much discouraged. The superintendent asked the coach if he could recommend a covering for the court that would be satisfactory.

"I'd like to have a concrete court, but that would cost more than our district can afford," the coach told him.

"If you and the boys will do the work, I'll have a petition circulated to raise the money to pay for the material," the superintendent said. "I'll give \$5 and students,

teachers, and patrons will be glad to assist."

A petition was circulated at once telling why money was wanted. The response was so satisfactory that within 24 hours the old court was being cleared in preparation for a hard surface cover of five or six inches of concrete. Nearly everyone donated cash. Then the patrons, not to be outdone by students and teachers, offered trucks, wheelbarrows, shovels, concrete mixers, and sand and gravel.

Boys Did the Work

The boys, under the direction of Mr. D. L. Bilek, industrial arts teacher and coach, completed the task in a few days. The girls prepared sandwiches to serve to the workers.

When the concrete court was almost finished, a couple of men gave it a coating of blacktop. Now both courts are in condition to use any time except during bad weather. The Board paid for the blacktop.

While the superintendent was wondering where the money would come from to finish paying for the 95 sacks of cement, one of the students handed her a letter containing substantial checks from the Women's M.F.A. organization and the Farmers Club. The happiness of all was complete, although all the workers were very tired. They had accomplished something for their school that would last many years.



Reprinted from *Better Homes & Gardens*.

The Teacher's Share in Education

The views expressed here are those of the Scottish Educational Journal, the official organ of the Educational Institute of Scotland, as published in its July 13, 1951 issue

WHAT part do we as teachers play in the education of our youth? How much credit is due us for the finished article, whether it be the end of the first infant year or any year up to the leaving age or the grand climacteric of eighteen, when the school veteran becomes the fresher of a university? According to an article in an educational journal "the dominant factor in education is the teacher." But is it, or is he? The claim needs looking at.

The child, surely, is a somewhat important factor in his own education. What could any teacher do with a pupil who was unwilling or unable to learn? Whip him? We have all heard of teachers who drove and forced their pupils through stiff examinations and into high places in bursary lists. Some of them have even been known to look back gratefully and express their indebtedness for such educational care. But are we to give all the credit to the teacher? None to the pupil for all the toilful hours and the mental perspiration? There are other children, of course, whom no whipping and no forcing could drive anywhere—except into rebellion, passive or active, or into sheer disgust and failure. If anything is to be made of the unable or the unwilling pupil, the good teacher is required; he may, indeed, be the dominant factor.

Opportunity in the educational sphere is a term of almost infinite connotation. There are schools with ten or fewer pupils, others with a thousand and far more. We can think of schools miles from the road, overhung by mountains three thousand feet high; of schools in remote islands where the roar of winds and waves is incessant; of others in the heart of a great city's traffic, on the edge of aerodromes, or on the country highway among the bluebells and lady's bedstraw. You have a pupil, say, with special technical ability, who wants to be an engineer. If he is a city child, there is in his own school all the best modern equipment: a metal-work room

with forge, anvil, furnace, every tool required. At fifteen he walks into an apprentice-training, spends half his time in a technical college and, still in the comfort and security of his own home, goes to the engineering school of a university, so to a degree, and thence into an important post. What, here, was the dominant factor—the teacher or the locality with its bountiful opportunity? Compare that pupil with the lad far in the country to whom such opportunity for years is denied and can only be obtained late and with difficulty.

The case may be different if the pupil is academically minded. Given the right teacher with ability to lead him, this pupil may even benefit by his remoteness and loneliness; we have all heard of the village lad-o'-parts who becomes the professor of European fame. It was perhaps commoner in earlier days to find teachers of high academic ability in remote areas. The fifty-pound per annum Dick Bequest in the past enticed many a good scholar to the northeast; now, strange to say, it is the need for a house and home that is driving our highly-qualified teachers into rural schools, often too small for them, and schoolhouses too big for their wives.

Obviously the teacher is not the sole factor in education. It is still the fact that local authorities vary exceedingly in their interest in education and in the adequacy of their provision for it. Some are up to date, some are in the van of educational experiment and progress, some lag behind, reluctant to spend. Counties, such as Inverness and Argyll, even with the best will in the world to do their best for their children, quite manifestly could not vie in the educational opportunity they can offer with richer industrial areas.

There are, then, these other factors in education besides the teacher: the aptitude of the child, his ability, his place of residence—the opportunities it readily affords or affords only reluctantly; the attraction

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it offers for good teachers to come and remain. Taking them all into consideration, may we agree with, or must we differ from, the dictum that the teacher is the dominant factor in education?

It only requires a fool or a fanatic or even just an ordinary inept workman or a stroke of illness to wreck a factory, set fire to a mine, blow up a battleship, or derail an express train. So powerful is the human element as a factor in every phase of our industrialized existence. In our national system of education, so laboriously and beneficently planned for the best interests of every child, it requires only the fool or the fanatic or the inept to render everything null.

There must, for instance, be discipline. This does not imply harshness or repression, or even "Silence!" But if a teacher is unable to control a class for teaching pur-

poses, then the whole scheme breaks down: textbooks, visual aids, machinery, all the most expensive paraphernalia of equipment, count for nothing. That is stating a negative case; it is, in the lowest terms, the police-duty which every teacher has to perform adequately.

Between that elementary and basic competence and the supreme excellence which some teachers achieve, there are many degrees. It is an impressive and highly disturbing thought that the children of the world are in the hands of their teachers. By our ineptness, or carelessness, by any moral failing or shortcoming of nature or will or intention, we can do violence to the future of hundreds of children; on the other hand, we have it in our power to make them great, to prepare them, that is, for a rich and full appropriation of life and its manifold experience.



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Our Teacher POETS

THIS CHRISTMAS

THROUGH THE CITIES' confused din
Through dire poverty and tears
Comes the story now of Him
As it has for many years.

Beggars on the thorough-fare
Jostled by the busy throng,
Plead with us for just a share
Of our joyful Christmas song.

Through the cities' fog and mist
Through the smoke this Christmas night
There are those who still exist
Who have never seen His light.

All places of the earth must know
Must hear the old refrain again,
Let us share our Savior's birth
Let us help bring Peace to Men.

—HELEN KITCHELL EVANS, St. Clair

OUR HOPE

THE ANGELS SANG- that night long ago,
To a beautiful Babe- when lo,
The cherubs peeped from the heavenly blue,
And joined the Angels' choir too.

The Shepherds followed the light of a Star,
With purpose and courage, they traveled afar;
Till they came to where the Child lay,
In a manger; meager, old and gray.

The story is old, but ever new,
Mankind must hope and trust review,
For the tempter's lair is ever there
And would our wayward steps ensnare.

In the suffering, stricken world, today,
God, give us the Shepherd's faith and way.
Nor turn from our course, till His purpose win,
Of peace on earth- good will to men.

—MYRTLE RUTH HAMMOND, Pattonsburg

THE IDOLIZED TEACHER

YOU'RE THE LITTLE pupils' idol,
You are wise among the wise,
In their childhood thoughts about you
No suspicions can arise.
You're making your self a model,
Every day in the things you do,
For the ones with aspirations
In maturity to be like you.

—CARM J. COOLEY, Green Castle

HOME FOR CHRISTMAS

HOME FOR CHRISTMAS with cheery wishes,
And appetites for festive dishes.
Guests gay as tinsel on the tree,
Just the way it was planned to be!

Dinner served in dim candlelight charm,
Before a fireplace wondrously warm.
A day ended—filled with pleasure,
Memories sweet for each to treasure.

Home for Christmas, quickly reflected,
Was more work than ever suspected!
Lingering guests left satisfied,
Proof work was amply justified!

—VELMA ZIMMERMAN, Crystal City

STUDENTS?

THEIR AIR IS QUITE indifferent;
Their minds pre-occupied;
Their I.Q.'s top the average;
It cannot be denied.

The clamor in the hall outside
Quite drowns out the speakers,
A curious way for those to act—
Those solemn knowledge-seekers.

But important questions fill their minds
As, "When will we be eating?"
And, "What time are you leaving here?"
This is the Teachers' Meeting.

—THEODOSSIA RAUCH, St. Charles

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DECEMBER

I'VE HUNG THE CHRISTMAS WREATHS

I HUNG THE Christmas wreaths today
And scattered silver stars
Along the cedar ropes that twine
About the stairway bars.
When it was done, the little house
Began a pulsing song,
Humming in chimney, grate and flue,
It lasted the whole day long.

I tried to think the tune as gay
As in other vanished years,
Yet try as I might, the tinsel seemed
Bedecked with gleaming tears.
The holly berry, red as blood
Shed on the battle fields,
Seems yet so brave, true courage seeps
Through the ruddy glow it yields.

Now in the window facing toward
The road that leads toward town,
I've placed a Christmas candle, red
As Autumn's scarlet gown.
That was the road our home boys took
When they marched away to war;
The candle will wait for their return,
A twinkling Christmas star!

—MAE TRALLER, Everton

THE WIND IN THE PINES

THE WIND IN THE PINES is a living thing,
Older than you or me;
Of ancient fears, and joys, and tears
It sings in its song in the tree.

Of birth and death, and labored breath
Drawn in with mortal pain.
Of morning bright and fading light,
Of earth to earth again.

Of ancient empires proud and strong,
Of cities waste and seared,
Of men "Hosannaed" loud and long,
Of men whom men have feared.

There's eternity in the wind in the pines;
There's mystic unity
Of self and sod, of earth and God,
And all that was and is to be
In the song that it sings in the tree.

—HARRY EZELL, North Kansas City

THOUGHTS

HAPPY ARE THE THOUGHTS I've had,
The thoughts of home, the thoughts of
Dad,
The thoughts of Mother and of sisters, too,
The thoughts of things we used to do.

On Christmas morn when the snow was
deep,
Our Ma would wake us from our sleep;
Our Dad stood by to see the cheer
That Santa brings this time of year.

Then to Gran'dad's house we'd take our
toys
And with other children we'd share our
joys.
We'd work Jen and Dick to the old farm
Hack,
The one that took us and brought us back.

And, if this life I could repeat,
I'd really call it quite a treat—
The fun with Mother, the fun with Dad,
The fun with sisters that I have had!

—NEWTON O. EDWARDS, Springfield

WIFE AND I

HAND in hand
We'll toil and plan
As life's short years
Are passing.
Sunset's glow
Will only show
That time not love
Is ending.

Wife and I
May laugh or cry
When good or bad's
Upon us;
But God's great plan
We understand
Will strengthen not
Destroy us.

Hope and love
And heaven above
We pray to God to
Give us.
We'll live aright
With all our might
The days allotted
To us.

—P. M. JAY, Malden

Items of INTEREST

Helen Berger, a graduate of Central College, Fayette, is now teaching commerce in Tina highschool.

Sarah Bruton is instructor in commerce at Breckenridge.

Joan Chandler has been elected by the Hardin board of education to teach music.

Marjorie Crosby is teaching English in the West Plains highschool. She is a graduate of Central College, Fayette.

Mrs. Rosemary Hahn has been appointed by the Ironton board of education to teach commerce in the highschool.

Barbara Sears, a graduate of Central College, Fayette, is the new teacher of commerce at Rockport.

Charles Statler is the teacher of English at the Gower highschool. Mr. Statler received his training at Central College.

Mrs. Ferne Johns of Cape Girardeau is a teacher in the intermediate grades at University City.

Elinor N. Feltes of Owensesville is now teaching in the lower grades of the Des Moines, Iowa public schools.

Frances E. Low, a graduate of Southeast State College, Cape Girardeau, has been elected by the Carlsbad, New Mexico board of education to teach art in the junior highschool.

Patricia Rose is the new teacher of vocational home economics at Farmington. Her home is at Ste. Genevieve.

John Carothers has been elected by the Poplar Bluff board of education to teach mathematics. Mr. Carother's home is at Advance and he is a graduate of Southeast State College.

Mary Lee Hughes of Bonne Terre has been employed by the local board of education as the new teacher in the kindergarten.

Mrs. Elsie Jones, who formerly taught in the Center highschool, is now teaching commerce and social studies in the Trenton senior highschool.

John J. Mullen has been employed by the Weston board of education to teach physical education and social science. He received his training at Northwest State College.

Francis Houston is the new coach and English teacher at Fillmore.

Roy W. Rupp has been named assistant coach at Crystal City. He graduated from the college at Maryville.

Elizabeth Reese of Brown Branch is teaching in an elementary school at Neosho.

Nola Winkle, a graduate of Southwest State College, Springfield, is teaching in the elementary public school in this city.

Lloyd Wilkinson of Fordland is instructor in commerce and mathematics in the Lebanon highschool.

Margaret Fern Brown of Brimson has been employed by the local board of education as teacher in the elementary school. She graduated last summer from the State Teachers College, Kirksville.

Marlin Alva Field of Downing is the new teacher of social science and business education at Keytesville.

Leta Moore, whose home is at Vandalia, has been employed by the local board of education in the elementary school. Miss Moore is a graduate of the Northeast State Teachers College.

Nancy Wisely of New London has been appointed by the Kirksville board of education as a teacher in the elementary grades.

Gladys Millsap Blowers of Knox City is teaching business education in this town. She graduated last summer from Kirksville State Teachers College.

John R. Watt, Lebanon, Illinois, a graduate of McKendree College, has been elected by the Martinburg board of education to teach English. He succeeds Mr. Charles Koch, who resigned September 21.

Woodrow Campbell, a graduate of Maryville and of the University of Kansas, who formerly taught at Plattsburg and in the state of California, has been employed to teach social studies in the Trenton senior highschool.

Earl A. Collins, a member of the faculty of Southeast State College, Cape Girardeau, was elected district governor of Kiwanis at the first annual Missouri-Kansas district convention held recently in Joplin.

John Nelson, principal, Versailles highschool, has resigned his position to accept an appointment as postmaster at Versailles. Mr. Nelson's appointment has already been confirmed by the U. S. Senate.

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Norma Blakely, a graduate of Kansas State Teachers College, is serving her first term as a second grade teacher in the Kahoka elementary schools.

Ambrose Jennings of Ravenwood is now teaching science in the Trenton junior high school. He is a graduate of the Maryville College.

Morris Wilson, teacher of 7th and 8th grades, girls' basketball coach, and drivers' training instructor, has left his position at Shelbyville to enter the army.

David O. Holst, itinerant vocational agriculture instructor in the St. Charles public schools, went on active duty as a commissioned officer in the U. S. Air Force. Mr. Holst was a navigator on a bomber which was shot down by the Germans in World War II.

Robert Phelps, Bell City, succeeded Mr. Holst as itinerant vocational agriculture instructor in the St. Charles schools on November 1.

Emily Patison is assisting W. L. Shores, principal of the Shelbina highschool, in guidance and counseling work.

Paul Rawson has been appointed to the science department at Southeast State College. Before coming to Cape he taught at Louisiana Polytechnic Institute, Ruston, Louisiana; Flat River Junior College, Flat River; and Union University, Jackson, Tennessee.

Mrs. Marion Stark has been elected by the Branson board of education to serve one-half day in the Branson highschool library and one-half day teaching in the elementary school. This, according to Superintendent J. F. Coday, will release the principal for supervision.

Leslie Snowden, coach in the Willard highschool, was recently elevated to the principalship.

Suler E. Ryan, formerly a superintendent of schools in Missouri, was recently promoted from associate professor to full professorship in the Department of Education, Sam Houston State Teachers College, Huntsville, Texas.

Mary Plymell, former teacher in the Hatfield highschool, is now instructor in mathematics in the junior highschool at Trenton.

Nancy Jean Caldwell, a graduate of the Kirksville State Teachers College, is teaching in the elementary school at Shelbyville.

Vadia Rice, formerly a teacher at Clayton, is librarian in the Shelbina public schools. Miss Rice has also done library work in Boulder, Colorado.

Elvia Dieterich, who taught at Luray highschool, is now teaching social studies at Kahoka.

Lawrence Guenther, music director and supervisor in the Normandy schools, has resigned to accept a position in Midland, Michigan.

Season's Greetings

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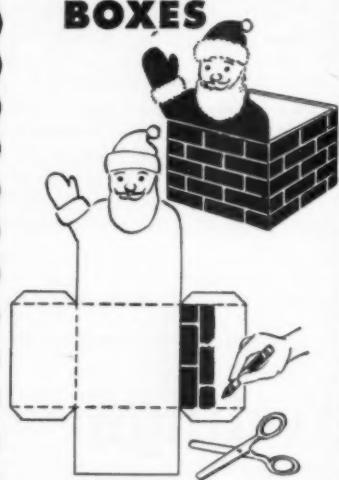
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cuff and around cap. Make 2" square for candy or nuts, larger to hold gift cookies, Christmas cards or to use as a grab bag.

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William J. Underwood, director of elementary education, Lee's Summit, has been appointed acting superintendent of schools to serve during the absence of **Bernard C. Campbell**, who is in Teachers College, Columbia University working toward his doctorate.

William Keuchler, St. Louis, a 1951 graduate of Missouri University, is the new coach at Pleasant Hill highschool.

Mrs. Cleo Scheer, county superintendent Lincoln, reports that the bus drivers' conference was held at Troy on October 18. The State Department of Education and the State Highway Patrol assisted in the conference.

Floyd Ray, formerly superintendent of schools at Higginsville, is now employed by Denoyer-Geppert Company as sales representative in Missouri.

Mrs. Elaine Spaulding of Boston, Massachusetts has been appointed head of the preparatory dance department at Music and Arts University, St. Louis.

Marjorie Hays, a graduate of the University of Missouri in the class of 1951, now teaches girls' physical education in the Trenton senior and junior highschool.

Francis Walter of Canton is now serving as principal of the highschool at Shelbyville.

Garland E. Wallard, who graduated from the state college at Warrensburg this past summer, is elementary school principal at Shelbina.

Ervin Burton, Unionville, Iowa, is the new coach, social studies and drivers' training instructor in the Kahoka highschool.

Gean Porter has been employed to teach industrial arts in the senior and junior highschools at Trenton. His wife, **Dorothy Porter**, teaches the Edinburg elementary school near Trenton.

Chester C. Calvert, superintendent, Shelbina public schools, was recently re-elected to a four-year term on the Board of Control of the Missouri State High School Activities Association.

Douglas Wells has started his career as a teacher at Southeast Missouri State College in the speech department. He did his college work at Little Rock Junior College, University of Southern California, and Iowa University.

Treva LaRose, eighth grade teacher, Willard elementary school, was recently promoted to principalship of the school.

Lois Jane Roper, who formerly taught at Miami University in Ohio, is now teaching mathematics in the Trenton junior college and senior highschool.

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Greta Madge Franks has been elected by the Shelbina board of education to teach in the primary grades.

Antoinette Marchese has been appointed to the staff of the Center public schools. She has had special training at the Kansas City Conservatory of Music, Southern Methodist and Texas Universities. Miss Marchese will be in charge of elementary music supervision.

E. M. McKee, superintendent, Potosi public school system, has announced that quarterly workshops are being held for the faculty. These workshops are centered around reading, arithmetic, and social studies. The meetings are held on Mondays with the teachers allowed full time for attending the conferences.

A. E. Schwanek, professor of science at CMSC, has resigned his position to accept employment with a commercial firm.

Mrs. Marjorie Bearss is teaching her first year in the Southeast State College. She is directing the speech clinic and teaching speech correction and fundamentals of speech. Her last teaching job was at Purdue University.

Claude R. Short, superintendent, Willard public schools, has announced that the board of education recently employed a speech therapist. This, according to Superintendent Short, is the first school in Greene County outside of Springfield to employ a professional worker in this field. Willard also has a full-time special education teacher.

John L. Bracken, superintendent of schools, Clayton, has been elected vice-chairman of the National Commission on Teacher Education and Professional Standards. Mr. Bracken has been a member of the Commission since 1949.

Mrs. Emma Miller Combs, 83, for many years a teacher in Jasper County rural schools, died Oct. 11 at the home of a niece in Waco.

TEMPLE UNIVERSITY SCHEDULES READING CLINIC FOR JAN. 28

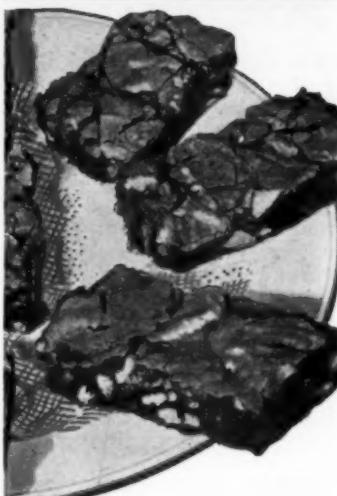
Temple University's department of psychology has announced its ninth annual reading institute for Jan. 28 to Feb. 1 at Philadelphia.

Theme for the three-day clinic is "Prevention and Correction of Reading Difficulties." Two laboratory sessions are scheduled for the construction of informal reading inventories and teaching plans for directed reading. Other sessions will deal with speed reading, corrective and remedial reading, reading disabilities, and developmental reading.

A selected staff of experts will evaluate reading programs presented by delegates of public schools and colleges. Laboratory practice will be differentiated for elementary, secondary and college teachers.

NEW HORIZONS IN TEACHING

Suggestions we hope you will find helpful and interesting



"Best Brownies"

Not hard to make and do not take lots of time or fussing over

1/2 c. butter, creamed
1 c. sugar 2 eggs, slightly beaten
1 tsp. vanilla 3/4 c. sifted flour
3/4 c. nut meats
2 sq. bitter chocolate, melted

Add sugar to the creamed butter. Mix in eggs. Add the vanilla. Stir in the flour. Add chocolate and nuts. Use

8" pan lined
with wax
paper. Bake

25 min. 325°

F. preheated.

TIP—Don't

over bake.

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new "Under
done" Brownies.



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FREE TEXTBOOKS FOR ST. CHARLES

By vote the St. Charles school district has adopted free textbooks for pupils enrolled in grades 1 to 8 for the first time this year.

HICKORY STICK GROUP ELECTS OFFICERS

The Knights of the Hickory Stick, administrators of the northwest district, met at Maryville on the evening of October 11 and elected officers for the following year. Those named were: President, B. W. Sheperd, Maysville; Vice-President, R. O. Moore, Albany; and Secretary-Treasurer, Everett Brown, State College, Maryville.

INDEPENDENCE ENROLLS 100% IN ASSOCIATION

The faculty of the Independence public schools has enrolled 100% in the Missouri State Teachers Association and the National Education Association for the first time in its history, according to superintendent L. G. Keith. This move for the 206 members of the faculty represents a real professional achievement.

SECOND RURAL P.T.A. STARTED IN CALLAWAY COUNTY

The second P.T.A. to be organized in rural schools of Callaway County has been set up at Gregory school, located southwest of Fulton near Readsville.

Fifteen members joined the association which was organized with the help of Mrs. Monroe Glenn, president of the Callaway County Council P.T.A. Some 20 students are enrolled in the school.

LAFAYETTE COUNTY VOTES TWO NEW SCHOOL DISTRICTS

Two enlarged and reorganized school districts were voted in Lafayette County and another reorganization proposal was defeated in a special election recently.

The Higginsville and Odessa areas voted in the new districts by a large majority, but Lexington defeated the proposal, 618 votes to 593. This leaves Lexington and nine surrounding rural districts as the only area in the county not incorporated in a larger school district.

SCOTLAND COUNTY TEACHERS SPONSOR TRACK MEET

A track meet sponsored by the Scotland County Teachers Association drew some 525 student entries recently at the county fairgrounds, according to Mrs. Callie C. Smith, county superintendent.

Running, jumping, and throwing contests were held for both boys and girls. Participants were divided into three classes according to age and ribbons were awarded the winners of each event by the County Court.

All 6-year-olds participated in one big special race for first graders. Free refreshments also were served for the children.

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LEBANON ACCEPTS BID FOR SCHOOL CONSTRUCTION

Lebanon school officials have accepted a bid for construction of an addition to Hillcrest school. The Lebanon school district recently received a Federal allotment of \$82,000 for the Hillcrest project.

19 DISTRICTS CONSOLIDATED IN PEMISCOT COUNTY

Voters of Pemiscot County reduced the number of school districts from 27 to 13 in a recent special election. A total of 19 districts were involved in the voting. They were consolidated into five large districts.

HALE ADOPTS 6-6 PLAN

The Hale public schools have adopted the 6-6 plan of organization. This has meant an expansion in the curriculum according to Superintendent O. E. Jordan.

The school added new equipment for the home economics department, redecorated the school lunch room and refinished the gymnasium floor.

MASON RIDGE ENROLLS IN NEA

The entire faculty of the Mason Ridge School, Consolidated District No. 2, St. Louis County, is enrolled 100% in the National Education Association, the Missouri State Teachers Association, and the St. Louis County Teachers Association, according to superintendent Robert D. Snyder.

SCIENCE TEACHERS LAUNCH STUDY

The National Science Teachers Association of the National Education Association has undertaken a study of the type of school facilities necessary for better science instruction, according to Robert H. Carleton, executive secretary. The project, which has been made possible by contributions from private donors interested in science, will be in cooperation with the U. S. Office of Education.

"There is over the nation widespread planning for new or remodeled school buildings," Mr. Carleton said. "This activity will continue because of the needs of an increasing number of pupils who are entering and progressing through our schools."

"Several general reports have come out since 1927 but there is no thorough publication available for the guidance of the many science teachers and other educational leaders who are called upon to recommend room arrangements, furnishings, equipment, supplies and other facilities for science instruction. This new project is expected to furnish an opportunity for setting the stage for better and more science teaching."

Results of the study will be published and distributed by the U. S. Office of Education without cost to the Association.



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ASSOCIATION
Columbia, Missouri**

KIRKSVILLE OFFERS NIGHT COURSES

Night courses in business, psychology, English, art, and orchestra are being offered at Kirksville State Teachers College for the first time this fall.

From 50 to 75 students have registered for each class. Some of the students are from the college or are servicemen from Sublette, but most are Kirksville residents.

HANNIBAL ACHIEVES PROFESSIONAL RECORD

The teachers in the Hannibal public schools have this year achieved a new professional record. All of the members are enrolled 100% in the National Education Association, the Missouri State Teachers Association, and the Hannibal Community Teachers Association. This is the first time for this accomplishment according to Miss Georgia A. Davis, secretary to the superintendent.

SCHOOLMASTERS ELECT OFFICERS

Schoolmasters of the Northeast Missouri District Teachers Association met at the Traveler Hotel, October 10, and elected the following officers. President, Earl Whiteaker, Lemo; vice-president, Walter Evans, Fulton; secretary, Forrest Morrissy, Green City.

The next meeting of the schoolmasters group will be an evening meeting held on December 10 at Palmyra.

MACKS CREEK INCREASES NEA MEMBERSHIP

The faculty of the Macks Creek Reorganized School District belongs 100% to the Camden County Community Teachers Association and the Missouri State Teachers Association, and recently increased membership in the NEA over that of past years.

Ten of the fifteen teachers are members of the NEA. Last year there were only two teachers in all of Camden County that belonged to the NEA, according to C. C. Baker, superintendent, Macks Creek public schools.

SCHOOL PAPER STARTED BY MEXICO

The Mexico public schools have started an official school newspaper which appears semi-weekly as a one-page supplement to The Mexico Evening Ledger.

The school page, which is called "The School News Roundup," includes news from all schools in the Mexico school district. The first edition of the paper was published in the Ledger Oct. 6, and it now appears every other Saturday. The Bulldogs' Growl, official newspaper of Mexico highschool, is published in the Ledger on the alternate Saturdays.

All news writing, make-up and editing of the newspaper is done by teachers and students of the Mexico schools. Miss Dora Remley, Mexico highschool publications instructor, will help the school staffs to plan each issue.

ART OFFICERS ELECTED

Officers for the Department of Art at the Southwest Missouri Teachers Association elected at the district meeting are as follows: Chairman, Louise Smith, Springfield; Vice-chairman, Earl Baumann, Carthage; and Secretary, Edna Mae Ragan, Nevada.

MARSHFIELD IMPROVES SICK LEAVE PLAN

The Marshfield board of education has improved the sick leave plan for teachers according to superintendent Lester Gillman. The new plan makes it possible for any unused days of sick leave to be made cumulative.

Miss Arilla Deckard, elementary school principal, revealed that she had been absent only one day during her tenure at Marshfield. This is her thirtieth term in the school.

TRANSPORTATION SAFETY STRESSED AT SIKESTON

Earnest Harper, acting chairman of the Southeast Missouri Traffic Safety Council, told about 100 bus drivers and school administrators how they could help promote safe transportation of school children at a recent meeting in Sikeston.

Representatives of Scott, Stoddard, and Mississippi counties attended the meeting in the Sikeston Airport School auditorium.

GEORGE ENGLEHART INJURED IN FALL

George Englehart, director of school building service in the State Department of Education, received multiple breaks above both ankles from a fall from a ladder at his home in Jefferson City.

Englehart was treated at Barnes Hospital in St. Louis.

A former superintendent of schools at Matthews and Leadwood, Englehart was graduated from Southeast State College and took his doctor's degree at the University of Missouri.

CHRISTIAN COUNTY STARTS NEW TESTING PROGRAM

A county-wide testing program has been initiated in Christian County schools. Otis intelligence tests will be given to students of the 4th through 7th grades of each school under the supervision of Dr. J. E. Bane of the University of Missouri.

The tests will be used to set up a county-wide guidance program for the schools according to Adrian E. Gott, county superintendent. Other tests to be given are: Reading readiness, reading, achievement, preference, and aptitude tests.

Schools participating in the program are: Chadwick, Wayne Casey, acting superintendent; Nixa, Ben Lee, superintendent; Sparta, W. L. Boyd, superintendent; Clever, Loren J. D. Murry, superintendent; Billings, Dean Dobbins, superintendent; Ozark, Clyde McDonnell, superintendent; and Spokane, Ernest Redfern, superintendent.

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BUSINESS PROGRAM GIVEN FOR CAPE TEACHERS

Some 150 Cape Girardeau teachers were given an inside view of private enterprise recently during Business Education Day. The program was designed to answer teachers' questions about business problems and was sponsored by the Chamber of Commerce.

Three local businessmen spoke to the teachers on the function of business and industry in the community and on employment and training procedures. Small groups of instructors visited Cape Girardeau business houses during the day.

TO FORM CONFEDERATION OF TEACHERS

Major national teachers organizations outside the Iron Curtain will inaugurate a new international organization in 1952 to be known as the World Confederation of Organizations of the Teaching Profession.

The draft constitution of the new confederation, as drawn up by a committee of five representatives from each international organization, was approved by the delegate assembly of the World Organization of the Teaching Profession (WOTP), the International Federation of Elementary and Secondary Teachers in Europe (IFTA) and the Federation Internationale des Professeurs de l'Enseignement Sec- ondaire Officiel (FIPESO) earlier this year. The inaugural meeting is expected to be scheduled in a city in Western Europe in July, 1952.

TEACHERS RECOMMEND IMPROVED HOME-SCHOOL RELATIONSHIPS TO END ATTACKS ON EDUCATION

Group discussions by Webster County teachers have recently considered the seriousness of attacks being made on public education, and the teachers have recommended a widening program of interpreting school education to the public.

Lester Gillman, superintendent of the Marshfield schools, called a meeting of teachers to discuss these attacks after the article "No Hiding Place" in the September issue of "School and Community" stirred up concern for the safety of public education. The Marshfield teachers then formed the nucleus of a discussion group at the fall meeting of the Webster County Community Teachers Association.

Mr. Gillman presided over a discussion on "Methods of These Attacks on Education," by Miss Arilla Deckard, principal of the Marshfield highschool. Ten tables of teachers took part in the talks.

The teachers concluded that educators must sell the idea of adequate education to the public through an improved home-school relationship, and that the people of every community should be given a clearer understanding of the goals of education and the current methods of teaching. The group also expressed anxiety over certification of untrained persons to teach.

McDONALD TEACHERS MADE CONSERVATION CONSCIOUS

A three-day conservation workshop, Oct. 4-6, made 16 McDonald County rural school teachers and their superintendent, Alton Carnell, conservation conscious according to Mrs. Tyler Turnbeaugh of Banner school.

Mrs. Turnbeaugh was one of the teachers who attended the workshop conducted by Clarence Billings of the Conservation Department. The teachers were shown methods of wildlife, soil, and water conservation on their tour which took them to the South West Lime Company near Neosho, the Federal Fish Hatchery in Neosho, the Junior Live Stock fair in Cassville, Roaring River State Park, the School of the Ozarks, Bunker Hill Ranch Resort and the southeastern counties.

The McDonald teachers spent a night at Bunker Hill where they heard speeches by Chuck Miller, educational advisor to the Conservation Commission, Claude Hibbard, elementary supervisor, State Department of Education, and Mr. Frazier of the Commission.

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SCHOWENGERDT APPOINTED TO POLICIES COMMISSION

Miss Margaret Schowengerdt, immediate past president of the Missouri State Teachers Association and English teacher at Webster Groves, is one of the four educators recently appointed to the Educational Policies Commission of the National Education Association and the American Association of School Administrators.

The appointments, all for four-year terms beginning January 1, 1952, are: Ralph J. Bunch, director of trusteeship, United Nations; O. C. Aderhold, president, University of Georgia; and Ralph W. McDonald, president, Bowling Green (Ohio) State University.

The Commission, created in 1938, is primarily concerned with the charting of recommendations of policy for American educators.

SHELBYVILLE PARENTS GO "BACK TO SCHOOL"

About 250 parents went back to school Oct. 5 for Shelbyville highschool's annual "Back to School Night." The parents were shown what their children were doing in the classroom and what changes were made in the school since they attended.

Two 20-minute class periods were held during which time the parents attended the classes that their children were enrolled in. At these sessions, the teachers answered questions about the courses and the children.

A discussion on improvements needed in the highschool was led by Superintendent C. J. Kessler in the school auditorium. A varied musical program was presented and refreshments were served.

WASHINGTON TEACHERS' SALARIES INCREASED

The Washington Board of Education has given cost of living adjustments in the salaries of all teachers. Average salaries of all Washington teachers for the current year are \$3,209.67, with no teacher receiving less than \$2,600.

Fifty-three and one-half units of highschool work are offered. The pupil-teacher ratio in the highschool is 16 to 1 and in the elementary school 22 to 1. All teachers hold Bachelors or Masters degrees.

The elementary school department has had no teacher resignations during the past two years according to C. J. Burger, superintendent at Washington since 1930.

Elementary school teachers with degrees who entered the Washington school system several years ago at \$900 are receiving \$3,000 this year. The Washington Board, by increasing the salaries of teachers, is attempting to retain well qualified teachers in Missouri.

The elementary school staff was increased this year by the addition of Mrs. Jemima Walker Busch. Miss Edith Howe, graduate of State College, Cape Girardeau, succeeds George Williams, who was transferred to the highschool department. Miss Jane Norton, who

taught last year at Brookfield, succeeds Miss Bettie B. Wimberly, teacher of commercial subjects. Miss Wimberly has accepted a position with Lindenwood College.

SCIENCE TEACHERS TO MEET

The National Science Teachers Association of the National Education Association and other cooperating science teaching societies will hold their annual meeting in Philadelphia, December 27-29. NSTA sessions will emphasize science in the elementary school, health science, and the teaching of the biological and physical sciences.

The annual science exposition of the American Association for the Advancement of Science is scheduled at the same time as the conference. An exhibit of teacher and student devised demonstrations collected by a committee headed by Walter S. Lapp, teacher, Overbrook highschool, Philadelphia, will be on display December 28-29.

WILLARD GOSLIN TO RECEIVE AWARD

The Associated Exhibitors of the National Education Association will present the American Education Award for 1952 to Willard E. Goslin, formerly superintendent of schools at Webster Groves, Missouri. The board of directors of the exhibitors selected Mr. Goslin as the next recipient of this annual award accorded since 1928 to a man or woman in recognition of outstanding contribution in the broad field of education.

Mr. Goslin, former president of the American Association of School Administrators, is head of the division of administration and community leadership, George Peabody College for Teachers. Formal presentation of the American Education Award will be made at one or more AASA regional conventions in 1952.

RADIO PROGRAMS SPONSORED BY SCHOOLS

On November 3 thirteen Central Missouri schools began a series of broadcasts over station KDKD of Clinton, according to F. L. Daniels, Superintendent of Schools, Lincoln.

The fifteen minute public service programs are heard at 1:45 daily except Sunday.

Schools presenting programs every two weeks on the schedule are Warrensburg, Harrisonville, Higginsville, Windsor, Butler, Warsaw, Lincoln, Lowry City, Appleton City, Deepwater, Osceola, Montrose, and Creighton-Blairtown.

Superintendents of participating schools met with B. E. Brown, station manager, at the studio in Clinton to arrange for the programs.

The project was initiated at the annual meeting of the central Missouri association of school administrators at Warrensburg on October 12 at which newspaper editors, radio station managers, and school superintendents discussed school participation in these areas. Mr. Daniels is president of the organization.

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FREDERICKTOWN TEACHERS ADVANCE IN-SERVICE TRAINING PROGRAM

The elementary teaching staff of the Fredericktown elementary schools is showing what professional advancements can be made through an adequate and continuing in-service training program.

In the last year, 15 of the 18 elementary teachers in the Fredericktown schools earned a total of 191 hours of acceptable college credit, according to A. W. Davis, elementary principal. This is an average of 12.7 credits earned per teacher for the period. Most of the credit was acquired in summer school, but some was gained by correspondence study.

Six teachers on the Fredericktown staff now hold degrees and several more will receive them next summer. Two of the degree-holders have acquired the Masters degree and the others are planning to do post-graduate work.

All 18 teachers are members of the Missouri State Teachers Association and the National Education Association and are considering the formation of a C.T.A.

LIBRARY ORGANIZATION IN ELEMENTARY SCHOOLS

A comprehensive study of the elementary school library's function and organization is presented in "Elementary-School Libraries Today," published recently by the Department of Elementary School Principals of the National Education Association.

The report considers a forward-looking program for the well-organized, adequately equipped and staffed school library. Included in the 415-page book is a list of children's books, magazines, filmstrips, slides, recordings, and other materials.

The book is available through the Department of Elementary School Principals, N.E.A., 1201 Sixteenth St., Northwest, Washington 6, D. C. Price, \$3.00 with discount on quantity orders.

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MEMORIAL FOR DR. ESTHER BROWN

Dr. Esther Brown, English professor at Central Missouri State College, who died June 4, will have a memorial in her memory. The permanent memorial for Dr. Brown will be a collection of recordings of great literary masterpieces.

Dr. Brown was born in Princeton, Missouri, and was a graduate of Christian College, Columbia, and the University of Missouri. She had served Central Missouri State College since 1948.

ST. CHARLES OFFERS ADULT CLASSES

Dr. Stanley A. Vezey, graduate veterinarian, was secured by the Advisory Council for Vocational Agriculture in the St. Charles public schools to give instruction in three adult farmer classes during the last week of November. The instruction dealt with "What's New in Livestock Disease Control?", according to Jim Evans, chairman, Vocational Agriculture Department.

OSCEOLA FACULTY JOINS NEA

The faculty of the Osceola public schools has enrolled 100% in the National Education Association and the Missouri State Teachers Association, according to J. B. Remington, superintendent of schools.

The faculty has devoted some meetings this year to the subject of professionalization of teachers.

Osceola has a new two-story block building which houses on the lower floor a cafeteria and kitchen, and on the upper floor an industrial arts room, music room, and an agriculture classroom.

NATIONAL TEACHER EXAMS WILL BE GIVEN FEB. 16

The National Teacher Examinations will be given February 16 at 200 testing centers throughout the United States. The tests, which are administered by Educational Testing Service, are designed to demonstrate mastery of subject, matter to be taught.

The examinations will include tests in professional information, general culture, English expression, and non-verbal reasoning.

Applications for the test must be received by the E.T.S. by Jan. 18. The forms and a bulletin of information on the tests may be obtained from the National Teacher Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey.

3 PAMPHLETS SUPPLEMENT PUBLIC RELATIONS BOOK

The National School Public Relations Association has announced three new publications which will supplement "It Starts in the Classroom," a public relations handbook for classroom teachers. "Study Guide," a 4-page bulle-

tin for use with the handbook, is being offered along with "Dramatic Skit" and "Timetable," two discussions of public relations in the classroom.

Single copies of the publications can be obtained free from the National School Public Relations Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

ASSOCIATED SCHOOLS MET IN ST. LOUIS

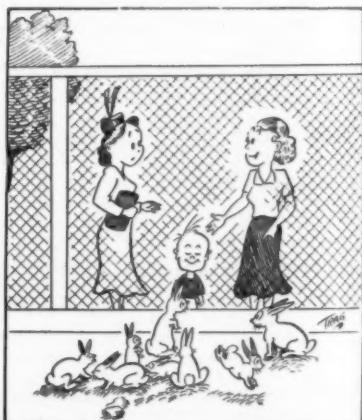
Administrative and instructional methods used in the various school systems of the area were discussed at the zone meeting of the Associated Public School Systems, Oct. 8 and 9 in St. Louis.

The meeting was sponsored by the school systems of Afton, Kirkwood, Louisiana, St. Louis, Troy, and Webster Groves, Missouri; and Bloomington and Peoria, Illinois. Some 172 delegates attended the two-day session.

Norton L. Beach and James Earl Russell of the Teachers College of Columbia University explained the accomplishments of the A.P.S.S. and gave some of its historical background. They called the A.P.S.S. an independent organization of school systems for nation-wide cooperation on school improvements. More than 160 school systems now share ideas and cooperative research for the improvement of educational practice, they said.

Sectional meetings of the delegates were held on the A.P.S.S. program, curriculum, the job of the superintendent, and the organization's citizenship education project. Evaluations and suggestions on all four discussion topics were made by A.P.S.S. consultants at the closing summary session of the meeting.

Two addresses, "Meeting the Challenge Cooperatively" and "Education for Citizenship" were given by Paul R. Mort and James Earl Russell of the Columbia University Teachers College at a dinner meeting of the group at the Central Y.M.C.A.



"This explains how junior learned the multiplication tables in three weeks!"

NEW FACULTY MEMBERS

SAVANNAH

Marylee Botkin, grade 2; Elizabeth Freeman, elementary music; Charles Spear, commercial subjects; John Harvey, guidance director and highschool mathematics.

MANSFIELD

Jack Lindsay, coach and science; L. C. Stanton, highschool principal; John R. Hyde, industrial arts; Harlan Fiebler, science.

HAYTI

Harold F. Kiehne, highschool principal; Kaye Martin, science; Martha Jane Shade, commerce; John McGuire, physical education and coach; Jerry L. Grimes, mathematics and science; Helen Jackson, English and social studies; Dalton Rogers, social studies and assistant coach; Alma Eggett, grade six; Daronda Walker, grade four; Elwanda McNutt, grade three; Rosalie Bobbitt, grade two; Bonnie Cook, grade two; Dorothy Day, grade two.

OREGON

Berney Durland, mathematics and science; Marvin Carmichael, coach, industrial arts; Howard Cordrey, social science; John Peck, commerce; Roberta Walker, home economics; Mrs. Wilber Williams, third and fourth grades.

CAMERON

Joyce Blank, third grade; Betty Davis, vocational home economics; Anna Edwards, first grade; Charles Ferrill, junior science and boys' physical education; Lowell Jones, commerce and assistant coach; Edith Ivie, English and Spanish; Dorothy Kiley, girls' physical education; Anthony Lema, math and assistant coach; J. D. Meek, instrumental music; G. Frank Smith, elementary principal; Louise Young, junior high language arts; Venita Adams, Taylor Mill School; Ella Rae Hankins, Keystone; Rita Mae Howell, High Prairie School.

CENTRALIA

Mrs. Martha Eddens, first and second grades; Mrs. Ruby Love, second grade; Mrs. Mabel Herbert, fifth grade; Mrs. Carrie Brubaker, fourth grade; Dale Sandy, grade principal; Kathryn Bonny, kindergarten. Highschool: Edward Keen, English and assistant coach; Norma Wright, vocational home economics; John Brubaker, social studies; Mrs. Bessie Myers, English; John Gibbons, instrumental music; Mrs. Dorothy Maupin, commerce.

LEE'S SUMMIT (R-7)

Greenwood: Clyde Taylor, principal; Mrs. Eva Koch, grade 2; Mrs. Goldie Childress, kindergarten. Mason: Mrs. F. A. Garrison, grades 6 and 7; Mrs. Bess Kreeger, grades 3 and 4; John Vogel, grades 4 and 5. Elementary: Mrs.

Pauline Brown, grade 4. Highschool: J. D. Copple, coach and math; Laurie Jones, English; Mrs. Margaret Bullard, history and Jr. highschool music.

MASON RIDGE

Seymour Bixhorn, director of physical education; Virginia Durbin, art and sixth grade; Robert Lancaster, eighth grade; Elizabeth Ryan, fourth grade; Margaret Wheeler, kindergarten, Manchester school; June Kono, kindergarten, Mason Ridge school.

STE. GENEVIEVE

Elementary: Harry Carstens; Mrs. Lily Angarola, third grade; Adele Myers, first grade. Highschool: Joe Angarola, social science and assistant coach; Bill Ewing, band and music; Jerome Abts, science; Hugh Chatron, social science and speech; Ruth Knight, English and French; Mabel Dike, vocational home economics.

IMPORTANT EVENTS

DECEMBER

10 Northeast Schoolmasters Evening Meeting, Palmyra, December 10, 1951.

JANUARY

10 Annual Music Educators Clinic, Cape Girardeau, January 10-11, 1952.

11 Missouri Association of School Administrators Winter Conference, Columbia, Missouri, January 11-12, 1952.

28 Reading Clinic Institute, Temple University, Philadelphia, January 28 to February 1, 1952.

FEBRUARY

22 National School Boards Association Annual Convention, St. Louis, February 22-23, 1952.

23 American Association of School Administrators Regional Conference, St. Louis, February 23-27, 1952.

APRIL

18 Department of Elementary School Principals spring meeting, Columbia, April 18-19, 1952.

19 Department of Classroom Teachers of MSTA Annual Conference, Columbia, April 19, 1952.

20 Midwest Regional Conference on Administrative Leadership Serving Community Schools, Fargo, North Dakota, April 20-22, 1952.

MAY

2 Central States Modern Language Teachers Association, Hotel Statler, St. Louis, May 2-3, 1952.

NOVEMBER

5 Missouri State Teachers Association Annual Convention, Kansas City, November 5-7, 1952.

TEACHING AIDS

PRACTICAL ARITHMETIC

"How Children Use Arithmetic," one of the bulletins in the Federal Security Agency's "Place of Subjects in the Curriculum" series, shows how children develop arithmetic abilities. The booklet gives a picture of the problems in teaching that a modern teacher meets as she helps her pupils understand and use number concepts effectively. It illustrates how children are helped in everyday life through arithmetic. Bulletin 1951, No. 7, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 15 cents.

IMPROVING THE CURRICULUM

A local school program can be tremendously improved with a little interest and effort. The boys and girls and staff of the elementary school at Culloden, W. Va., recently proved this by developing a new curriculum and completely revamping the school program. Culloden's successful project is given in the Federal Security Agency's Bulletin 1951, No. 2, "Culloden Improves Its Curriculum." Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 15 cents.

SOUTH AFRICAN CRISIS

The world problem involving the rising political and racial tensions in South Africa is pictured in the Public Affairs Pamphlet, "South Africa Today" by Alan Payton.

Mr. Payton, South African author and social scientist, studies the problems of the native population in South Africa and gives a warning of impending conflict between these natives and the European population of the area.

The pamphlet is available through the Public Affairs Committee, 22 East 38th St., New York. Price, 25 cents.

HIGH SCHOOL ACTIVITIES

A 17-page bulletin of comment and statistics on the highschool activities program has been published by the Federal Security Agency of the Office of Education. The booklet, "The Activity Period in Public High Schools," covers the organization of activities to meet the needs of secondary school youth. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 15 cents.

ELEMENTARY SCHOOL HANDBOOK

The Lexington public schools have now made available their newly revised elementary school handbook for 1951-52. The book is a collection of information for elementary teachers on subjects ranging from health, safety, and public relations in the school to problems of grading, testing, and homework.

It is available through Leslie H. Bell, Superintendent, Lexington Public Schools, Lexington, Missouri.

GOOD STAFF RELATIONSHIPS

"Keystones of Good Staff Relationships," a pamphlet published by the Office of Education, suggests ways for large highschools to improve staff relationships. The booklet is based on a report of staff practices in 47 public highschools. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 15 cents

THINKING PRINCIPLES

The principles of thinking and problem solving are discussed in "How Children Learn to Think," an Office of Education bulletin. The pamphlet is one of a series on the place of subjects in the elementary school curriculum. It discusses skillful teaching as a stimulant to careful thinking by the child, and presents the obstacles to good thinking habits.

The bulletin is for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 15 cents.

CLASSROOM STUDY OF HUMAN RIGHTS

Classroom study of human rights is discussed in the Office of Education's bulletin, "How Children Learn About Human Rights." The bulletin shows how the teacher can begin with a study of individual rights and lead to the study of the Universal Declaration of Human Rights.

Illustrations of what is being done in the study of human rights in elementary schools in various parts of the United States are offered as suggestions. The bulletin is one of the Place of Subjects in the Curriculum series. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price, 15 cents.

CORRECT DRIVING TECHNIQUES SHOWN IN FILM SERIES

A series of six motion pictures showing correct driving techniques under a variety of road conditions will be available for purchase in June from the Ford Motor Company. The films have a running time of ten minutes each and are designed especially for driver education classes.

The titles of the 16mm, black and white, sound films are: "Parking the Car," "Driving in the City," "Driving on the Highway," "Driving Under Adverse Conditions," "Driving at Night," and "Care of the Car." A special committee appointed by the National Commission on Safety Education for the National Education Association planned the series.

The entire series may be obtained on a free loan for classroom use by writing Film Library, Ford Motor Company, 14th and Baltimore Streets, Kansas City 6, Missouri. Or the film may be purchased individually for approximately \$20 through the Motion Picture Department, Ford Motor Company, Dearborn, Michigan.

PROJECTION BOOKLET

The booklet, "More Brilliant Projection," is a detailed analysis of many projection problems. It provides grounding on the subjects of projectors, lenses, seating arrangements, screens, reflection, and showmanship. Free, from Radiant Manufacturing Corp., 1204 S. Talman Avenue, Chicago 8, Illinois.

FOOD FOR ALL

The question, "Why are so many people hungry?" was asked by the sixth grade class in Baltimore. Trying to answer this question led the pupils into many subjects: nutrition, soil conservation; food customs in many lands; world trade in food; and most important, how people can work together to meet their needs. An account of their activities is described in the thirty-six pages of "Food for All," which may be secured from the Department of Elementary School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C. Price, 50c.

CIVIL DEFENSE

Here is a series of civil defense manuals and information booklets to help in protecting lives, property, and resources in event of any enemy attack.

"This is Civil Defense," 10c; "What You Should Know About Biological Warfare," 10c; "United States Civil Defense," 25c; "Health Services and Special Weapons Defense," 60c; "Survival Under Atomic Attack," 10c; "The Alert Cards," 5c; "Damage From Atomic Explosion and Design of Protective Structures," 15c; "Civil Defense Against Atomic Warfare—A Reading List," 10c; "Medical Aspects of Atomic Weapons," 10c; "Fire Effects of Bombing Attacks," 15c.

Order the above from Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

CIVIL DEFENSE OUTLINED FOR SCHOOLS AND COLLEGES

Civil defense education and training gets important consideration in a new bulletin of the Federal Civil Defense Administration. "Interim Civil Defense Instructions for Schools and Colleges" presents plans for immediate organization of civil defense programs in the schools.

The pamphlet shows the role of the school in the community defense program and explains how students can be trained in self-protection and self-help to meet any kind of emergency. The bulletin gives suggestions on spending for defense, medical care needed, methods of evacuation, communications in an emergency, shields and shelters, and other important facets of a working civil defense program. Superintendent of Documents, United States Printing Office, Washington 25, D.C. Price, 30 cents.

MUSIC

Music and Arts University of St. Louis has available for the use of the public highschools of Missouri, two moving pictures of the operas

"Carmen" and the "Barber of Seville." These films will be mailed to the highschool principal or the music instructor upon request, free of charge, as part of a visual education program which is being supported by Music and Arts University. Either one or both of the films may be borrowed.

The films, which were made in Italy on the stage of the Rome Opera House, consist of the finest passages and arias of the original works supplemented by English commentary. They would be suitable for regular assembly programs, small groups or music classes. They run about twenty-five minutes each. Music and Arts University, 3801 West Pine Boulevard, St. Louis 8, Missouri.

BONDS FOR DEFENSE COMMITTEE MEETS

State Commissioner Hubert Wheeler announces that he has accepted the chairmanship of the State Education Committee, Missouri Defense Bonds Division.

The first meeting of the committee was held October 16. Agreement was unanimous that the committee: (1) Endorsed the Defense Bonds Program; (2) Approved the School Savings Program as the portion of that program applicable to the schools of the country; (3) Believed in the desirability of including the School Savings Program as a part of the regular routine of all Missouri schools, public, private and parochial; (4) Recommended to all school authorities of the state that they join them in sponsorship of the School Savings Program as an integral part of their schools' curricula; and (5) Would endeavor to increase participation in the School Savings Program, both by schools and school pupils.

Members of the committee, in addition to Commissioner Wheeler, are: Everett Keith, executive secretary, M.S.T.A., Columbia; Philip J. Hickey, superintendent of instruction, St. Louis; A. W. Gilbert, assistant superintendent, Kansas City; Mrs. Herman Engle, president, Missouri Congress of Parents and Teachers, Springfield; S. Clay Coy, superintendent, Mexico; Harry P. Study, superintendent, Springfield; Leonard Jones, president, Missouri Association of County Superintendents, St. Joseph; Joe M. Barnes, elementary school supervisor, Columbia; Mrs. William Hydeman, Sr., state president, American Legion Auxiliary, North Kansas City; L. Buford Thomas, highschool principal, Marshall; Mr. L. J. Dierker, superintendent, Lutheran Schools in Missouri; and Rev. James E. Hoflich, superintendent, St. Louis Archdiocese Catholic schools.



new BOOKS

PROJECT WORKBOOK IN DRIVER EDUCATION

By Helen K. Krandel, American Automobile Association, Washington, D. C. 154 pages.

This project workbook has been prepared with the overall intention that it should serve high school classes in driver education, and with the specific intention of following the developmental continuity of the text "Sportsmanlike Driving."

THE SCHOOL AND ITS COMMUNITY

By John Bertram Whitelaw. The Johns Hopkins Press, Baltimore. Pages, 68. Price, \$2.

Designed as a guide for school administrators, supervisors and teachers who wish to create sound working relations between the School and Its Community, this book will be of interest also to school board members and to citizens' groups who are working to improve public education.

MEANINGFUL ART EDUCATION

By Mildred Landis. Chas. A. Bennett Co., Inc., Peoria, Illinois. 185 Pages. Price, \$4.

A book to help art education leaders vindicate the need for art today. It presents today's art philosophies, along with a new concept of art education. The methods, meaning, and purpose of this theory are discussed and applied directly to classroom situations.

THE OFFICIAL ENCYCLOPEDIA OF BASEBALL

By Hy Turkin and S. C. Thompson. A. S. Barnes and Company, New York. Pages, 620. Price, \$5.00.

Here in one volume is the complete account and records of our national pastime. In story and picture, statistics and diagrams, the encyclopedia covers every facet of this sport. One of its chief attractions is the all-time Major League Player's Register containing the vital statistics and playing record of every man who ever broke into a major league game.

PLEASURE READING

By Edward W. Dolch, Marguerite P. Dolch and Beulah F. Jackson. Garrard Press, Champaign, Illinois. 1950. Price, \$5.

The "Pleasure Reading" series is composed of 3 books. "The Great Bible Stories from Adam and Eve to the story of Daniel" are told in one book. The second volume includes the most well known "Fairy Stories" on which we were all raised. The third book, "Famous Stories," contains eight tales from the Arabian Nights and nine tales from the old Greek Stories.

FREE FILMS

The eleventh annual edition of "Educators Guide to Free Films" is a professional, cyclopedic service, on multisensory learning aids. It is an up-to-date annotated schedule of free films, listing 2,121 titles.

The guide gives information on sizes, types, running time, conditions of loans, and names and addresses of agencies. Educators Progress Service, Randolph, Wisconsin. Price, \$6.

YOUR ENGLISH HELPER

By Arnold Leslie Lazarus, Globe Book Company, New York. Pp. 158, Price, \$2.

This is a workbook to serve as a handbook of grammar composition and speech. It has references in it to literature and will serve as a guide to vocabulary-building, reading, and research.

It has self-improvement activities and exercises for the students' individual growth through high school and college.

HAPPY TIMES WITH NUMBERS

By Evelyn Fershing. Allyn and Bacon, Chicago. Price, 51c.

A two-book series of Number Workbooks for grades 1 and 2, by a practical classroom teacher in Newark, New Jersey. The illustrations are large and clear, most of them in color, and ample space is provided for the pupils' work. It isn't necessary for the pupil to be able to read in order to use the first book effectively. The Teachers' Manuals, one for each book, contain many suggestions for correlating the work in the numbers books with the usual primary activities program.

BASEBALL TECHNICS ILLUSTRATED

By Ethan Allen. A. S. Barnes and Co., New York. 96 pages. Price, \$1.50.

Especially written for the beginner and inexperienced coach. The author and illustrator tells how to play baseball by showing how, with the illustrations and coaching advice going hand in hand. The basic fundamentals of the game are carefully presented.

HOW TO ORGANIZE YOUR GUIDANCE PROGRAM

By Edgar L. Harden. Science Research Associates, Chicago. 1950, 70 pp. Price, \$1.50.

The above is the title of a new handbook on guidance practices, designed for teachers, counselors, and administrators working in that field.

Over 45 examples of actual practices that have proved successful in schools throughout the country are given. In addition, step-by-step planning, staff prerequisites, how to enlist community and parent support, how to keep teachers informed, and other important but frequently neglected phases are described. Also covered in detail are counseling techniques and program planning.

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By Bernice L. Neugarten, Fred R. Bellmar, Lela Plant, Gretchen Collins, Opal French, and W. Russell Shull. National Forum, Inc., Chicago. 270 pages. Price, \$1.50 net.

This is the second book in the National Forum's Personal Guidance Series for Junior and Senior High Schools. The book has been prepared for use in the eighth grade. It covers five major areas of personal adjustment.

METHODS OF VOCATIONAL GUIDANCE

By Gertrude Forrester, D. C. Heath and Company, Boston. 463 pages. Price, \$4.25.

Here are suggestions for teachers of all highschool subjects, with a new collection of classroom-proved technics for making a guidance program function. This edition includes: experiences in the large metropolitan school as well as in the small school; suggestions for classroom teachers of all subjects, including those of business education.

SCHOOL-COMMUNITY RELATIONS

By William A. Yeager. The Dryden Press, New York. Pages, 464. Price, \$4.75.

This text is addressed to public school officials, teachers, parents, and community leaders who must deal with the problems of school-community relations and are concerned with the many-sided development of childhood. It is based on the philosophy of education which is socially significant for childhood.

RHYTHMS IN ELEMENTARY EDUCATION

By Elizabeth Sehon and Emma Lou O'Brien. A. S. Barnes and Company, New York. 247 pages. Price, \$3.50.

A textbook for classroom teachers interested in the rhythmic program for the primary and elementary school child. It includes innumerable teaching examples, sample lesson plans, and up-to-date reference sources.

CONSERVATIVE EDUCATION IN AMERICAN SCHOOLS

American Association of School Administrators, Washington, D. C. 528 pages. Price, \$4.00.

The 1951 yearbook of the American Association of School Administrators deals with one of the basic issues of our times: How can the resource base of our civilization be used to maintain our way of life and yet not destroy the source of material strength, natural resources? The publication gives special attention to the role of the elementary and secondary school in answering this question.

It is the responsibility of the public school to become a more effective force toward the scientific use and conservation of natural resources. The school must not be a passive

agency that teaches this lesson in the classroom, out of the dead pages of a textbook.

The major emphasis in the yearbook is upon describing the how of school programs in resource-use of education. It approaches the problems through the mind's eye of the administrator.

Examples of school programs showing integrated approaches having been achieved, are included.

MOTION PICTURE CATALOG

A 24-page catalog, describing 18 sound motion pictures for schools, is available free to teachers. Films cover subjects in the fields of science, home economics, industrial arts, social science, agriculture, and salesmanship. Catalog (B-5409). School Service Department, Westinghouse Electric Corporation, 306 Fourth Avenue, Box 1017, Pittsburgh 30, Pennsylvania.

USING THE EDUCATIONAL CONSULTANT

"The Work of the Educational Consultant in School Building Planning" covers the services that may be rendered by a competent consultant. For a free copy of this illustrated publication, address Engelhardt and Leggett, 59 Park Avenue, New York 16, New York.

PHYSICAL EDUCATION SAFETY

Safe physical education procedures are stressed in the National Commission on Safety Education of the N.E.A. bulletin, "Safety in Physical Education for the Classroom Teacher."

The bulletin gives the elementary-school teacher information on placement of equipment and on good teaching methods in physical education. Single copies of the booklet at 50 cents are available through the N.E.A., 1201 16th Street, N.W., Washington 6, D. C.



"It's a report from high school . . . our Ellen has been voted the smoothest lassie with the swellest chassis . . . is that good or bad?"

ALGEBRA

By Daymond J. Aiken and Kenneth B. Henderson. Harper and Brothers, New York. 409 pp. Price, \$2.48.

This is a first year textbook in algebra, with the organization of the content in terms of what the author's choose to call "Big Ideas"—those concepts which are the essence of an appreciation of algebra as a product of man's intellect. Seven of these ideas are presented in the book.

DEATHS

MARY SCHUMAN

Mrs. Mary Schuman, who had served the Nevada schools for 40 years, died recently following a long illness.

She was born in Saxony, Germany 77 years ago, and came to America with her parents at the age of seven. After leaving St. Louis and Walker at the age of 19 years, she spent the remainder of her life at Nevada. She had served as principal and teacher of the Franklin school for 20 years.

Mrs. Schuman was a graduate of Kansas State Teachers College at Pittsburg, and was an honorary member of Gamma Kappa Delta.

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13. **Aids to a Health and Nutrition Program** is a revised edition of a catalog listing the materials planned to meet in a practical way the needs of the academic teacher, the specialist and the administrator, and suggesting the effective ways to develop a community-school program in nutrition education. (General Mills)

18. **How to Prepare for a Career in Science** . . . for high school students, suggests subjects to study, developing skills and aptitudes, importance of human relations, opportunities and starting salaries in scientific careers. Simply written, illustrated with drawings, sixteen page pamphlet by Dr. H. B. Hass, Manager Research & Development GAF, formerly head of Chemistry Dept., Purdue University. Every science teacher will want to distribute to the class. (General Aniline & Film Corporation)

20. **The Genie Story**—A 16-page full-color book in which a Genie shows a schoolboy the part that Coal plays in our daily lives. (Bituminous Coal Institute)

23. **More Brilliant Projection** in a brief, interesting way answers for the projector user such

NEWS FROM OTHER STATES

MINIMUM SALARIES

Minimum salary schedules for qualified beginning teachers holding bachelors degrees have been set by several state legislatures as follows: Alaska, \$3600; Ohio, \$2400; West Virginia, \$2340; Oklahoma, \$2300; Indiana, \$2475; New York, \$2500.

Recent Opinions by the ATTORNEY GENERAL

EMPLOYMENT OF ATTORNEY

County board of education has no authority to employ attorney to advise board with reference to preparation and submission to voters of plan for reorganization of school districts.

SCHOOL LOAN

Under Section 23, Article VI of the Constitution, a school district cannot make a personal loan to a private individual.

questions as seating arrangements, care of the lenses, what type screen is best, audience capacity, care and handling of audiences, and many others. If you use a projector, you will want this booklet. (Radiant Manufacturing Corp.)

26. **The Railroad Story**—A 32-page booklet emphasizing railroad research and scientific progress. Contains pictures, maps, charts, graphs. Especially prepared for classroom use in science, geography, history, economics, transportation, and commercial subjects. For upper grades and high school. Available in quantities. Single copies of special Manual for teachers. (Association of American Railroads)

27. **Facts about Color Television**—A 16-page booklet explaining the status of color television. The twelve questions and answers give authoritative information on this much discussed question of color television. (Radio Corporation of America)

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ADVISES REARRANGEMENT OF ACOUSTICAL MATERIAL

Daniel Fitzroy, consulting acoustical engineer of San Rafael, California, said in his talk at the annual Stanford conference on school planning that putting acoustical materials over the entire ceiling surfaces of our school rooms is a waste of money.

According to Fitzroy, the same acoustical materials would be twice as effective if one-third of it were placed in the ceiling, one-third on one wall, and another third on one of the other walls.

Fitzroy also pointed out that lack of acoustical planning in school design is most often due to a lack of knowledge of what it can actually accomplish. What the designers many times believe to be acoustical planning isn't real planning at all, it's salesmanship by the distributors of acoustical materials.

SCHOOLS NOT MEETING NEEDS OF RURAL CHILDREN

The 12,000,000 children attending rural schools throughout the nation do not have a school program to fit their needs but have instead a carbon copy of curriculums developed in and for city schools.

This is the opinion expressed by the late Fannie Wyche Dunn, long time professor of rural education at Teachers College, Columbia University, in the 1951 yearbook of the Department of Rural Education, National Education Association. The book is entitled "The Child in the Rural Environment."

"Country children have a rich and varied background for firsthand experiences with natural and physical sciences, in animals, birds, insects, rocks, soils, plant fertilizers, weathering, machinery, and electricity. Certainly science should have an important place early in and throughout the curriculum, if rural children are to improve environment," she wrote.

The yearbook explains the extent and makeup of the rural population. In addition to those living in the open country, the term also includes families dwelling in all villages and towns up to 2,500 population.

Copies of the yearbook, paperbound, sell for \$2.00. Clothbound, \$3.00. Order from Department of Rural Education, 1201 Sixteenth Street, N.W., Washington, D. C.

THE UNIVERSITY OF MISSOURI

1952 SUMMER SESSION

Calendar

June 9—Monday, Registration and Orientation.
June 10—Tuesday, Classwork begins, 7 a.m.
July 4—Friday, Independence Day Holiday.
July 19—Saturday, First Term in School of Law closes, 4 p.m.
July 21—Monday, Second Term in School of Law begins, 8 a.m.
Aug. 1—Friday, Eight Weeks' Summer Session closes, 4 p.m.
Summer Commencement, 8 p.m.
Aug. 29—Friday, Second Term in School of Law closes, 4 p.m.

The Summer Session

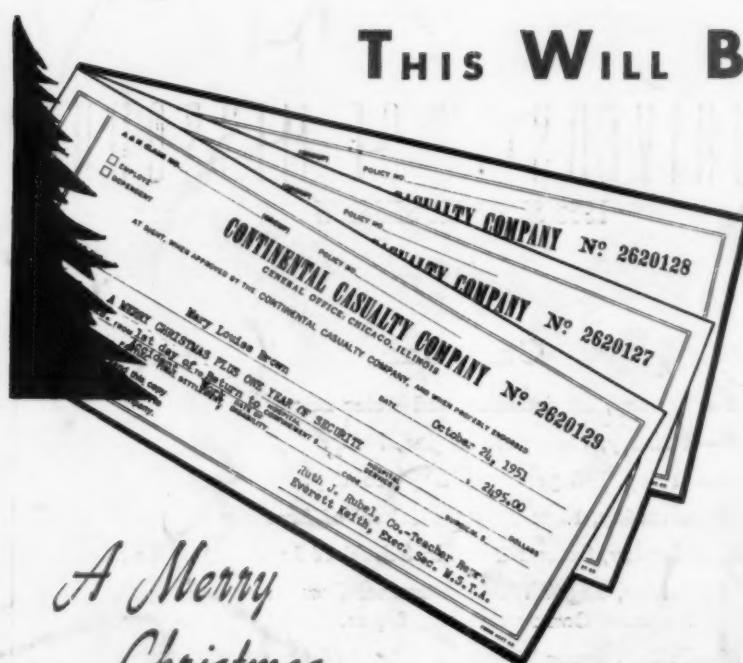
You are invited to consider the 1952 Summer Session in your educational plans. The program will be University wide in scope. Students may enroll as freshmen or continue University study on all undergraduate and graduate levels.

All Schools and Colleges of the University will be in operation for Summer students.

College of Arts and Science	College of Engineering
College of Agriculture	Graduate School
School of Business and Public Administration	School of Journalism
College of Education	School of Law
Adult Education and Extension Service	School of Medicine

For information about the 1952 Summer Session, write to the Dean of the School or College in which you are interested or to the Director of the Summer Session, 107 Hill Hall.

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